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The North Carolina State Testing Results

North Carolina
Multiple-Choice
Grade 3 Pretest,
End-of-Grade (Grades 3-8),
High School Comprehensive, and
End-of-Course Tests

North Carolina
Alternate Assessment Academic Inventory (AAAI)
Alternate Assessment Portfolio (AAP)

Reporting on the state
and 117 public school systems
and 93 charter schools

Published August 2004

"The Green Book"

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Accountability Services / North Carolina Testing Program
Raleigh, North Carolina 27601-2825
www.ncpublicschools.org/accountability/testing

2003-04



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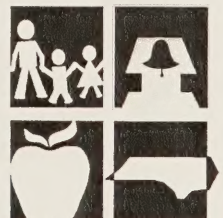
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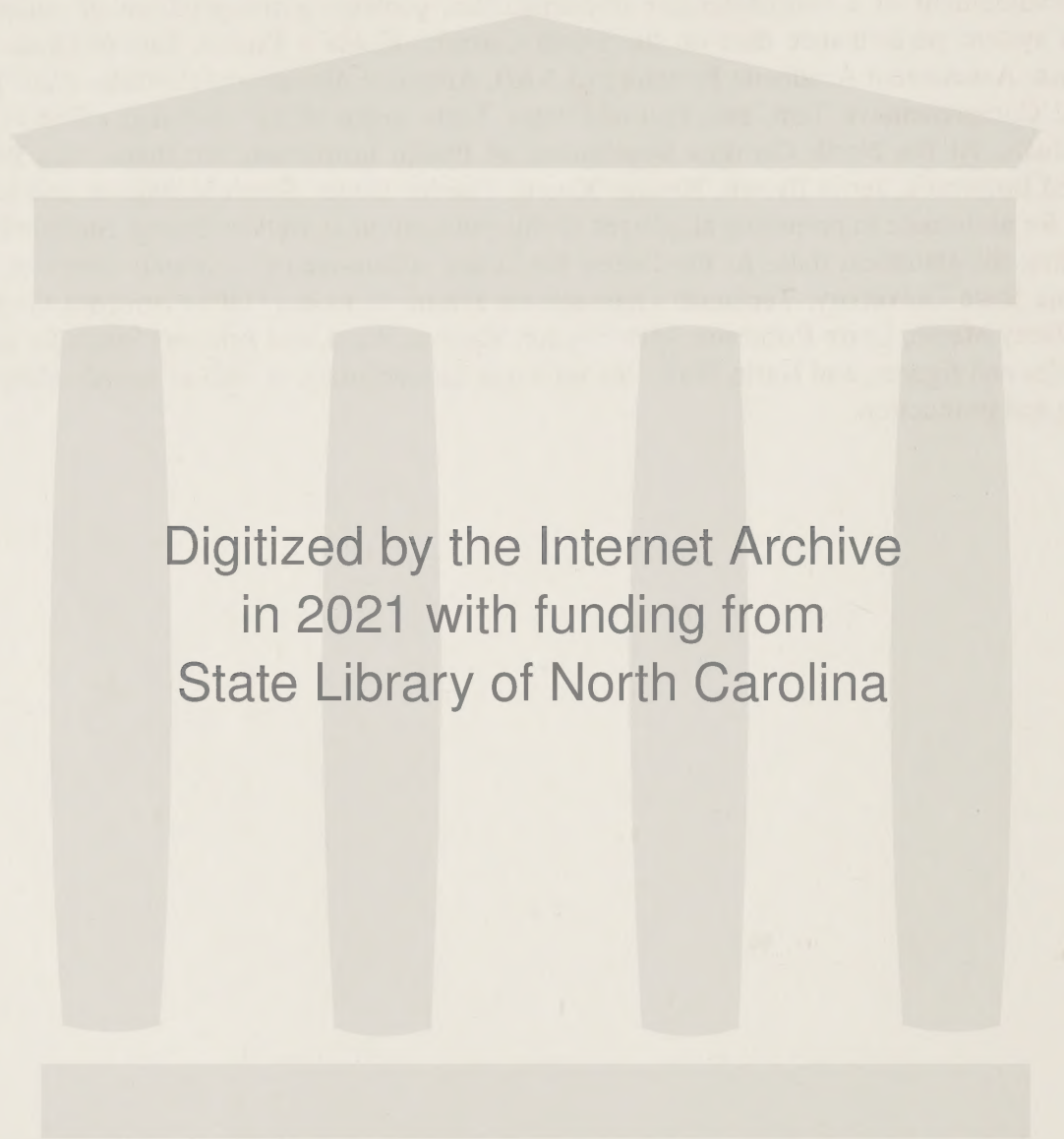
Public Schools of North Carolina
State Board of Education
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Accountability Services / North Carolina Testing Program
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Acknowledgments

The development of a comprehensive document that contains a compendium of student and school system performance data on the North Carolina Grade 3 Pretest, End-of-Grade Tests, Alternate Assessment Academic Inventory (AAAI), Alternate Assessment Portfolio (AAP), High School Comprehensive Test, and End-of-Course Tests, requires the skill and effort of many individuals. At the North Carolina Department of Public Instruction, we thank Ken Barbour, Mildred Bazemore, Jerrie Brown, Heather Koons, Charles Lanier, Sarah McManus, and Melanie Smith for assistance in preparing all phases of this publication as well as George Stubblefield for providing the statistical data. At the Center for Urban Affairs and Community Services, North Carolina State University, Technical Outreach for Public Schools (TOPS) Analysis Group, we thank Betty Marsh, Corre Robinson, Matt Snyder, Stephen Ward, and Anthony Wells for creating the tables and figures, and Karin Wolfe for verifying data accuracy as well as coordinating report editing and production.

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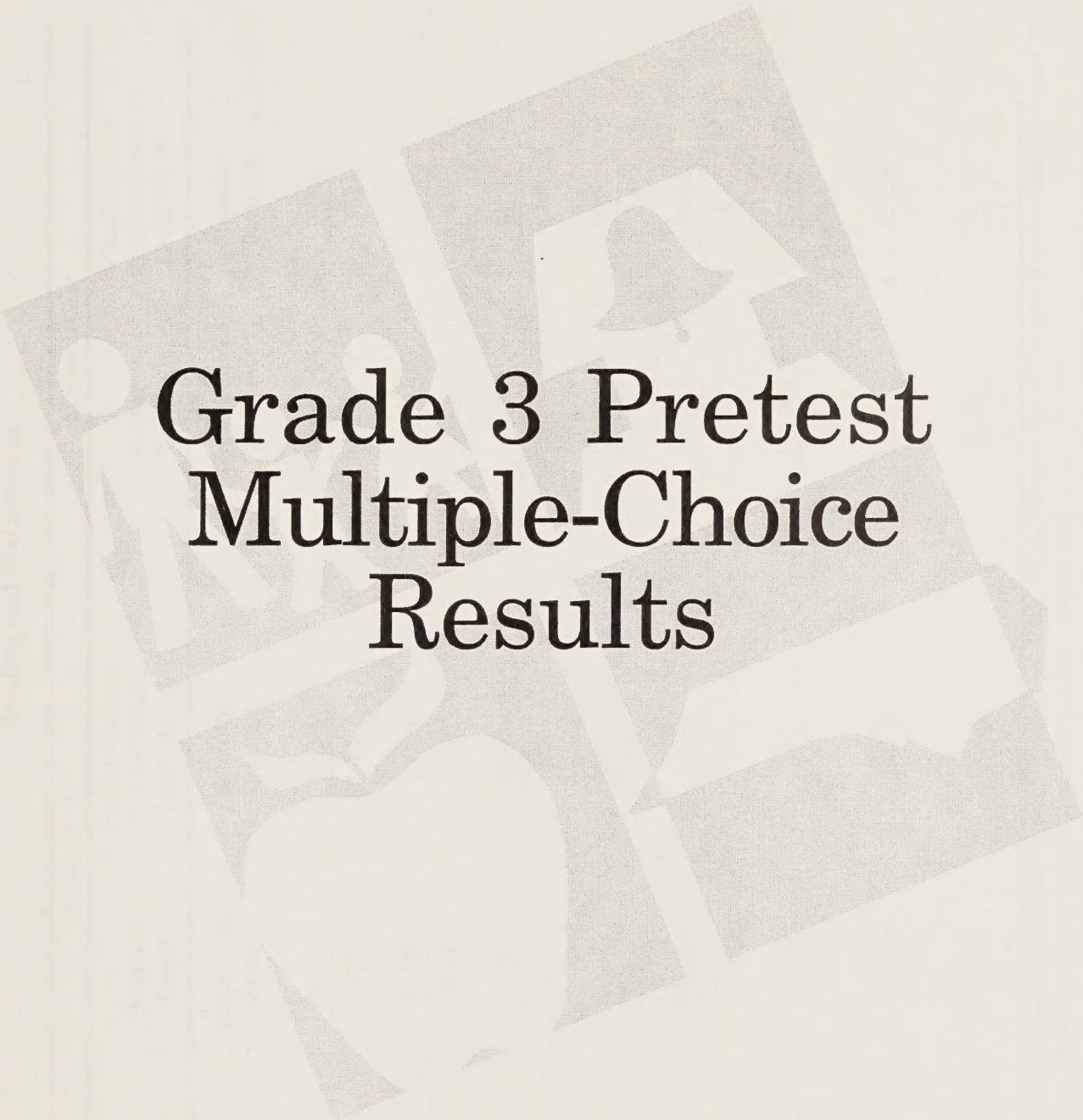
The North Carolina State Testing Results, 2003-04

Grade 3 Pretest, End-of-Grade (Grades 3-8), Alternate Assessment Academic Inventory (AAAI), Alternate Assessment Portfolio (AAP), High School Comprehensive, and End-of-Course Multiple-Choice Tests

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A large, light gray, tilted rectangular graphic serves as a background for the title. It contains several white icons: a person at a desk, a bell, a book, and an apple.

Grade 3 Pretest Multiple-Choice Results

Table 1. 1996-97 to 2003-04 Grade 3 Pretest Multiple-Choice Results
Statewide Summary
Reading and Mathematics

	Reading*		Mathematics*	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
1996-97	94,551 137.8	65.3% 8.6	94,846 130.0	70.3% 8.2
1997-98	99,583 137.7	65.3% 8.5	99,801 130.2	71.5% 8.0
1998-99	101,394 138.1	67.4% 8.5	101,639 130.9	74.7% 7.9
1999-00	102,143 138.7	69.8% 8.6	102,309 131.6	76.9% 7.8
2000-01**	102,200 138.9	71.1% 8.4	102,484 236.1	79.2% 8.1
2001-02	101,784 139.3	72.8% 8.5	101,848 237.1	82.8% 8.1
2002-03	102,377 238.8	72.9% 9.9	102,603 237.4	84.9% 7.7
2003-04	98,038 239.1	74.1% 9.9	98,239 237.8	86.1% 7.7

Notes: *Prior to 2002-03, the grade 3 pretest reading scale score range was 119 to 162; beginning in 2002-03, the grade 3 pretest reading scale score range is 213 to 264 and this range is used to calculate all grade 3 pretest reading data beginning in 2002-03.
 Prior to 2000-01, the grade 3 pretest mathematics scale score range was 105 to 154; beginning in 2000-01, the grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01.
 Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 2. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
Grade 3 Pretest Reading

Category	Reading									
	Verified Member-ship ¹	Percent of Verified Member-ship	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other ³	Percent Other
All Students	100,497	100.0	98,038	97.6	1,739	1.7	121	0.1	599	0.6
Female	48,579	48.3	47,687	98.2	577	1.2	57	0.1	258	0.5
Male	51,918	51.7	50,351	97.0	1,162	2.2	64	0.1	341	0.7
American Indian	1,536	1.5	1,494	97.3	33	2.1	3	0.2	6	0.4
Asian	1,959	1.9	1,879	95.9	29	1.5	4	0.2	47	2.4
Black	28,972	28.8	28,206	97.4	621	2.1	30	0.1	115	0.4
Hispanic	7,786	7.7	7,190	92.3	323	4.1	15	0.2	258	3.3
Multi-Racial	2,769	2.8	2,714	98.0	38	1.4	5	0.2	12	0.4
White	57,475	57.2	56,555	98.4	695	1.2	64	0.1	161	0.3
Title I	55,607	55.3	54,141	97.4	1,033	1.9	73	0.1	360	0.6
Schoolwide Title I Program	51,712	51.5	50,311	97.3	1,004	1.9	67	0.1	330	0.6
Targeted Assistance	3,813	3.8	3,757	98.5	25	0.7	5	0.1	26	0.7
Migrant	727	0.7	658	90.5	38	5.2	4	0.6	27	3.7
Limited English Proficient (LEP)	5,341	5.3	4,718	88.3	315	5.9	14	0.3	294	5.5
All Students with Disabilities	17,169	17.1	15,384	89.6	1,504	8.8	37	0.2	244	1.4
Behaviorally/Emotionally Disabled	656	0.7	603	91.9	37	5.6	3	0.5	13	2.0
Hearing Impaired	191	0.2	160	83.8	29	15.2	0	0.0	2	1.0
Educable Mentally Disabled	1,752	1.7	1,049	59.9	608	34.7	2	0.1	93	5.3
Specific Learning Disabled	6,198	6.2	5,912	95.4	197	3.2	7	0.1	82	1.3
Speech-Language Impaired	3,222	3.2	3,205	99.5	8	0.2	6	0.2	3	0.1
Visually Impaired	45	0.0	40	88.9	5	11.1	0	0.0	0	0.0
Other Health Impaired	2,063	2.1	1,912	92.7	118	5.7	10	0.5	23	1.1
Orthopedically Impaired	94	0.1	76	80.9	15	16.0	1	1.1	2	2.1
Traumatic Brain Injured	29	0.0	22	75.9	7	24.1	0	0.0	0	0.0
Autistic	465	0.5	230	49.5	219	47.1	1	0.2	15	3.2
Severely/Profoundly Mentally Disabled	31	0.0	0	0.0	28	90.3	0	0.0	3	9.7
Multihandicapped	93	0.1	8	8.6	82	88.2	0	0.0	3	3.2
Deaf-Blind	4	0.0	2	50.0	2	50.0	0	0.0	0	0.0
Trainable Mentally Disabled	157	0.2	5	3.2	148	94.3	1	0.6	3	1.9
Section 504	2,169	2.2	2,160	99.6	1	0.0	6	0.3	2	0.1

Notes: ¹The "Verified Membership" for the Grade 3 Pretest is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.

²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

³Data for "Other" includes misadministrations, transfers, and other unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 grade 3 pretest student answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 3. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
Grade 3 Pretest Mathematics

Category	Mathematics									
	Verified Membership ¹	Percent of Verified Membership	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other ³	Percent Other
All Students	100,497	100.0	98,239	97.8	1,609	1.6	122	0.1	527	0.5
Female	48,579	48.3	47,728	98.2	578	1.2	55	0.1	218	0.4
Male	51,918	51.7	50,511	97.3	1,031	2.0	67	0.1	309	0.6
American Indian	1,536	1.5	1,502	97.8	27	1.8	2	0.1	5	0.3
Asian	1,959	1.9	1,887	96.3	29	1.5	4	0.2	39	2.0
Black	28,972	28.8	28,264	97.6	569	2.0	31	0.1	108	0.4
Hispanic	7,786	7.7	7,235	92.9	306	3.9	15	0.2	230	3.0
Multi-Racial	2,769	2.8	2,717	98.1	35	1.3	7	0.3	10	0.4
White	57,475	57.2	56,634	98.5	642	1.1	63	0.1	136	0.2
Title I	55,607	55.3	54,251	97.6	956	1.7	73	0.1	327	0.6
Schoolwide Title I Program	51,712	51.5	50,416	97.5	930	1.8	68	0.1	298	0.6
Targeted Assistance	3,813	3.8	3,762	98.7	22	0.6	4	0.1	25	0.7
Migrant	727	0.7	663	91.2	43	5.9	4	0.6	17	2.3
Limited English Proficient (LEP)	5,341	5.3	4,765	89.2	303	5.7	13	0.2	260	4.9
All Students with Disabilities	17,169	17.1	15,555	90.6	1,359	7.9	39	0.2	216	1.3
Behaviorally-Emotionally Disabled	656	0.7	611	93.1	28	4.3	4	0.6	13	2.0
Hearing Impaired	191	0.2	165	86.4	25	13.1	0	0.0	1	0.5
Educable Mentally Disabled	1,752	1.7	1,074	61.3	581	33.2	2	0.1	95	5.4
Specific Learning Disabled	6,198	6.2	6,033	97.3	103	1.7	8	0.1	54	0.9
Speech-Language Impaired	3,222	3.2	3,207	99.5	8	0.2	4	0.1	3	0.1
Visually Impaired	45	0.0	41	91.1	3	6.7	0	0.0	1	2.2
Other Health Impaired	2,063	2.1	1,922	93.2	108	5.2	12	0.6	21	1.0
Orthopedically Impaired	94	0.1	75	79.8	17	18.1	1	1.1	1	1.1
Traumatic Brain Injured	29	0.0	22	75.9	7	24.1	0	0.0	0	0.0
Autistic	465	0.5	230	49.5	218	46.9	1	0.2	16	3.4
Severely/Profoundly Mentally Disabled	31	0.0	0	0.0	28	90.3	0	0.0	3	9.7
Multihandicapped	93	0.1	7	7.5	83	89.2	0	0.0	3	3.2
Deaf-Blind	4	0.0	2	50.0	2	50.0	0	0.0	0	0.0
Trainable Mentally Disabled	157	0.2	5	3.2	148	94.3	1	0.6	3	1.9
Section 504	2,169	2.2	2,161	99.6	0	0.0	6	0.3	2	0.1

Notes: ¹The "Verified Membership" for the Grade 3 Pretest is the number of student test answer sheets scanned into the school system's masterbuild file at the time of the actual test administration.

²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

³Data for "Other" includes misadministrations, transfers, and other unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 grade 3 pretest student answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

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Table 4. 2003-04 Grade 3 Pretest Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	239.1	98,038	96	
Category 1: Cognition			39	64.8
Category 2: Interpretation			36	57.1
Category 3: Critical Stance			17	52.6
Category 4: Connections			4	47.5
MATHEMATICS	237.8	98,239	120	
Math Calculator Inactive			36	65.7
Math Calculator Active			84	63.7
GOAL 1: Identify and use numbers to less than 1,000.			45	68.7
GOAL 2: Understand and use basic geometric properties and standard units of measurement.			42	62.8
GOAL 3: Understand classification, patterning, and seriation.			21	61.3
GOAL 4: Understand data collection, display, and interpretation.			12	58.4
NUMBER OF STUDENTS TAKING FORM	G ----- 33,790	H ----- 33,932	I ----- 33,489	

Notes: **"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

The grade 3 pretest reading scale score range is 213 to 264 and this range is used to calculate all grade 3 Pretest reading data beginning in 2002-03. The grade 3 pretest mathematics scale score range is 211 to 260 and this range is used to calculate all grade 3 pretest mathematics data since 2000-01.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

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**Table 5. 2003-04 Grade 3 Pretest Distribution of Scale Scores
Reading**

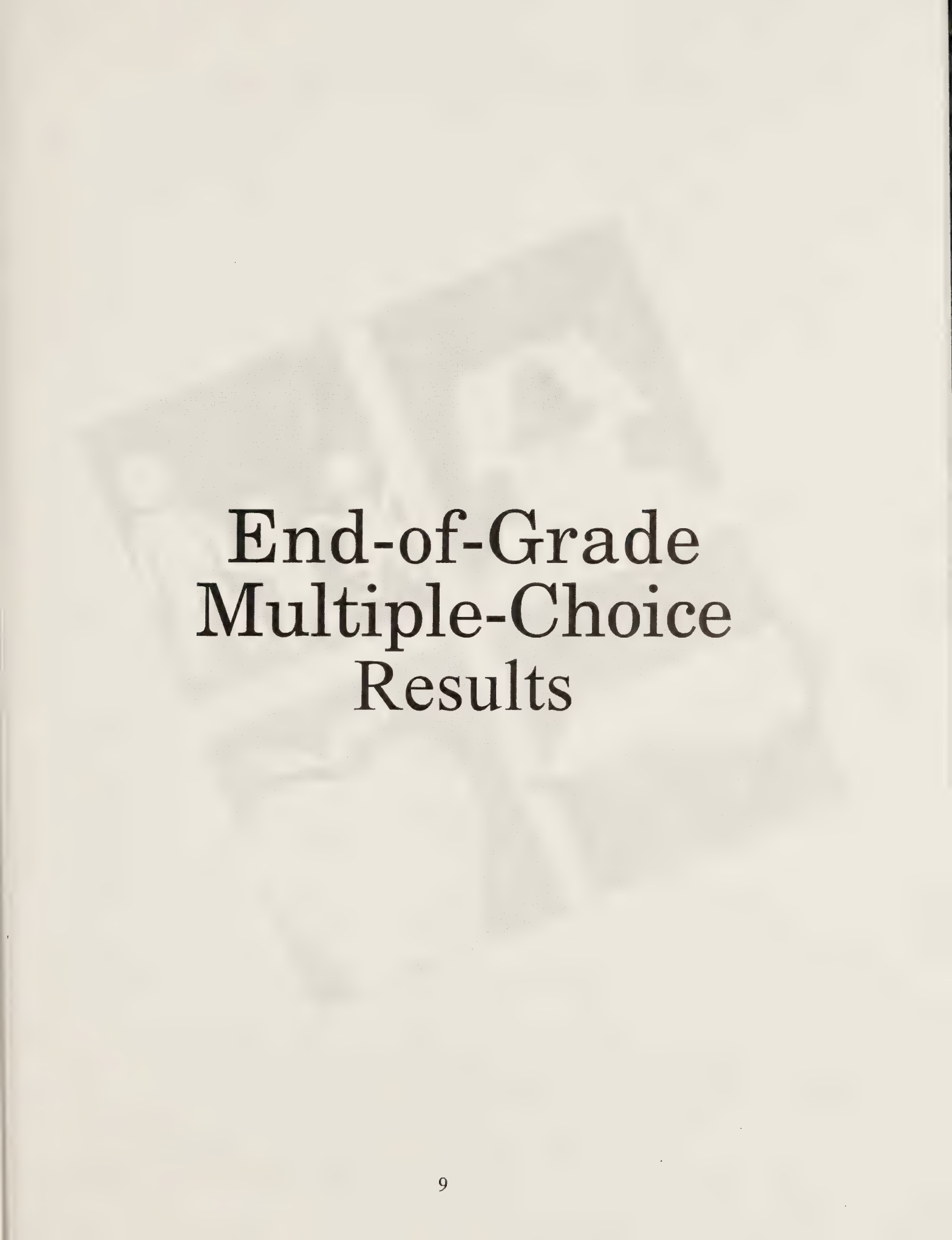
NUMBER OF STUDENTS WITH VALID SCORES		98,038	HIGH SCORE		264
			LOW SCORE		213
MEAN	239.1	2004 STATE PERCENTILES		SCALE SCORE	
STANDARD DEVIATION	9.9	90		251.85	
		75		246.57	
		50 (MEDIAN)		239.45	
VARIANCE	98.7	25		231.78	
		10		225.02	
FREQUENCY DISTRIBUTION					
DEVELOPMENTAL					
SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
264	115	98038	0.12	100.00	99
263	343	97923	0.35	99.88	99
260	868	97580	0.89	99.53	99
259	467	96712	0.48	98.65	99
257	1530	96245	1.56	98.17	98
256	859	94715	0.88	96.61	96
255	992	93856	1.01	95.73	96
254	2100	92864	2.14	94.72	94
252	3916	90764	3.99	92.58	91
251	1413	86848	1.44	88.59	89
250	2891	85435	2.95	87.14	87
249	3095	82544	3.16	84.20	84
248	1484	79449	1.51	81.04	81
247	4778	77965	4.87	79.53	78
246	3257	73187	3.32	74.65	74
245	1532	69930	1.56	71.33	72
244	4921	68398	5.02	69.77	69
243	4905	63477	5.00	64.75	64
242	4724	58572	4.82	59.74	59
241	1424	53848	1.45	54.93	56
240	3179	52424	3.24	53.47	53
239	4404	49245	4.49	50.23	49
238	4373	44841	4.46	45.74	45
237	2644	40468	2.70	41.28	41
236	1607	37824	1.64	38.58	39
235	4085	36217	4.17	36.94	36
234	2688	32132	2.74	32.78	33
233	4014	29444	4.09	30.03	29
232	1273	25430	1.30	25.94	27
231	2611	24157	2.66	24.64	25
230	2474	21546	2.52	21.98	22
229	2484	19072	2.53	19.45	19
228	2546	16588	2.60	16.92	17
227	993	14042	1.01	14.32	15
226	2353	13049	2.40	13.31	13
225	1864	10696	1.90	10.91	11
224	1848	8832	1.88	9.01	8
223	1779	6984	1.81	7.12	6
222	1409	5205	1.44	5.31	5
221	1200	3796	1.22	3.87	3
220	872	2596	0.89	2.65	2
219	829	1724	0.85	1.76	1
218	369	895	0.38	0.91	1
217	224	526	0.23	0.54	1
216	164	302	0.17	0.31	1
215	87	138	0.09	0.14	1
214	43	51	0.04	0.05	1
213	8	8	0.01	0.01	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
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**Table 6. 2003-04 Grade 3 Pretest Distribution of Scale Scores
Mathematics**

NUMBER OF STUDENTS WITH VALID SCORES	98,239	HIGH SCORE	260		
		LOW SCORE	211		
MEAN	237.8	2004 STATE PERCENTILES	SCALE SCORE		
STANDARD DEVIATION	7.7	90	247.63		
		75	243.13		
		50 (MEDIAN)	238.08		
VARIANCE	59.4	25	232.57		
		10	228.03		
FREQUENCY DISTRIBUTION					
DEVELOPMENTAL SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
260	42	98239	0.04	100.00	99
259	154	98197	0.16	99.96	99
257	307	98043	0.31	99.80	99
256	357	97736	0.36	99.49	99
255	676	97379	0.69	99.12	99
253	620	96703	0.63	98.44	99
252	1150	96083	1.17	97.81	98
251	849	94933	0.86	96.63	97
250	2567	94084	2.61	95.77	96
249	2088	91517	2.13	93.16	94
248	1172	89429	1.19	91.03	93
247	3872	88257	3.94	89.84	91
246	2830	84385	2.88	85.90	88
245	1516	81555	1.54	83.02	86
244	4560	80039	4.64	81.47	84
243	4813	75479	4.90	76.83	80
242	4950	70666	5.04	71.93	75
241	5010	65716	5.10	66.89	71
240	5078	60706	5.17	61.79	67
239	5065	55628	5.16	56.63	62
238	3429	50563	3.49	51.47	58
237	3211	47134	3.27	47.98	55
236	4942	43923	5.03	44.71	51
235	4799	38981	4.89	39.68	46
234	4503	34182	4.58	34.79	41
233	5524	29679	5.62	30.21	36
232	3933	24155	4.00	24.59	31
231	3496	20222	3.56	20.58	27
230	3029	16726	3.08	17.03	23
229	2747	13697	2.80	13.94	19
228	2403	10950	2.45	11.15	16
227	1454	8547	1.48	8.70	13
226	1173	7093	1.19	7.22	11
225	1552	5920	1.58	6.03	9
224	1193	4368	1.21	4.45	7
223	684	3175	0.70	3.23	5
222	620	2491	0.63	2.54	4
221	443	1871	0.45	1.90	3
220	519	1428	0.53	1.45	2
219	364	909	0.37	0.93	2
218	177	545	0.18	0.55	1
217	161	368	0.16	0.37	1
216	109	207	0.11	0.21	1
215	42	98	0.04	0.10	1
214	30	56	0.03	0.06	1
213	13	26	0.01	0.03	1
212	7	13	0.01	0.01	1
211	6	6	0.01	0.01	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
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End-of-Grade Multiple-Choice Results

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**Figure 1. 1992-93 to 2003-04 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8**

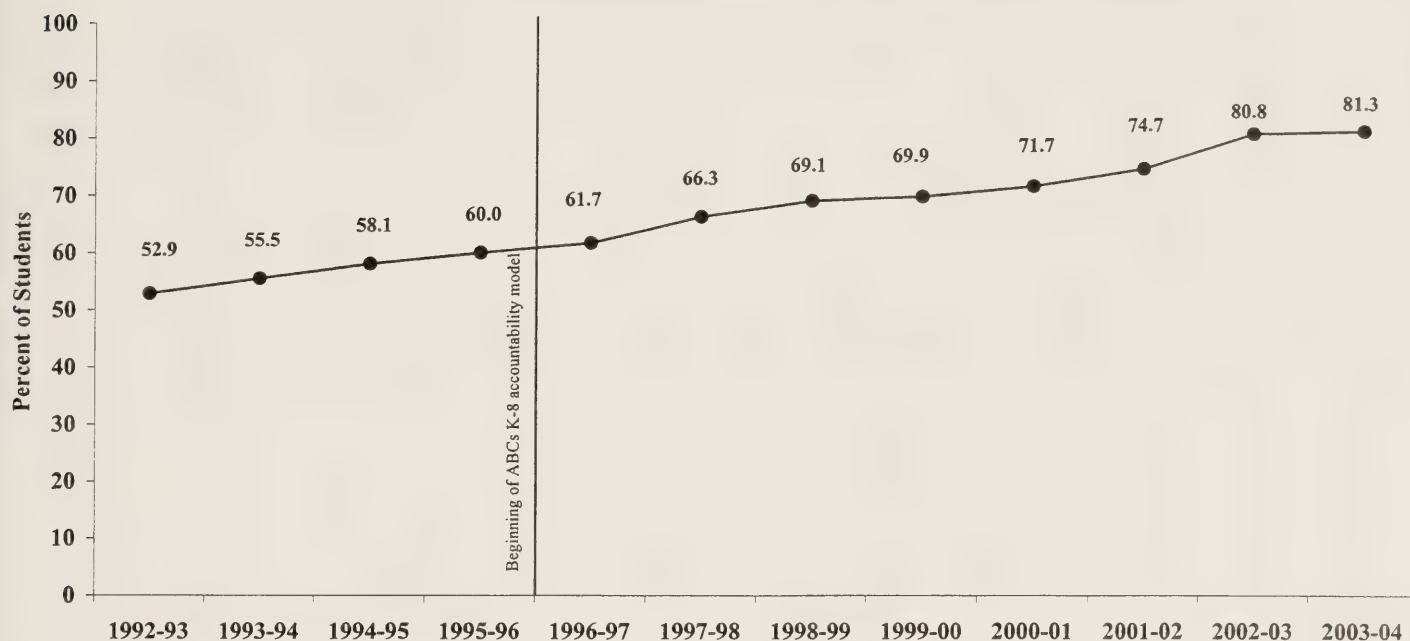
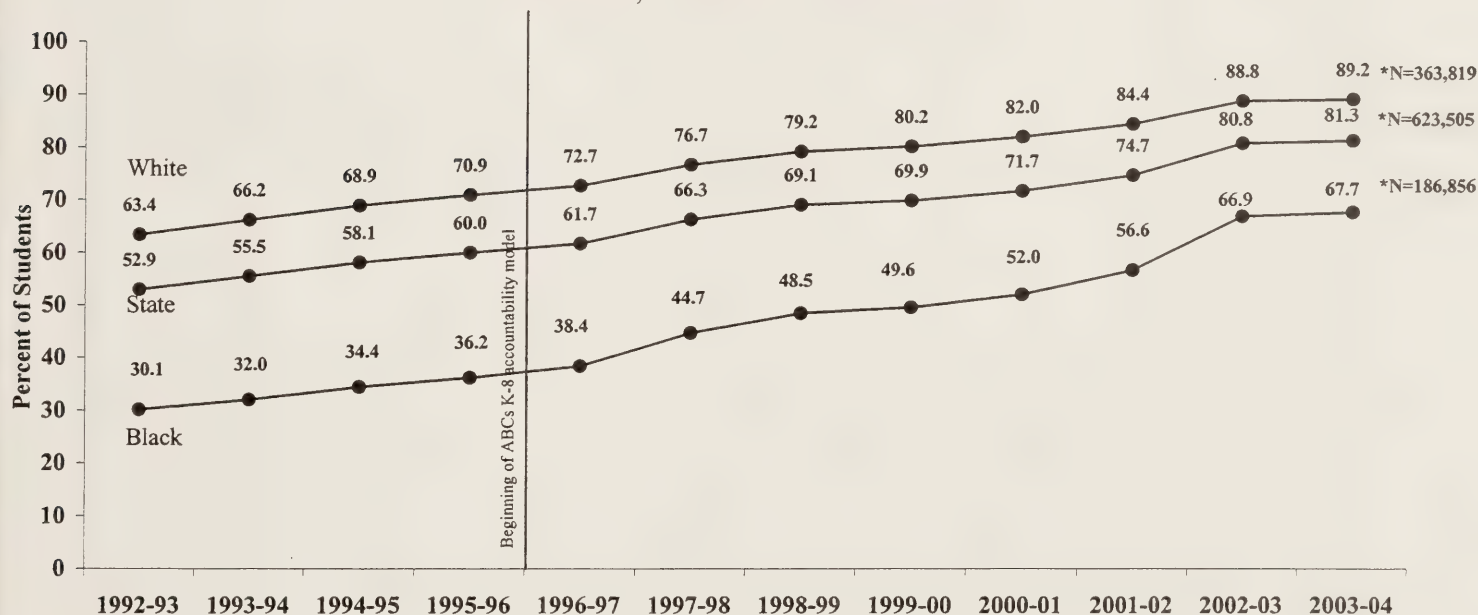


**Figure 2. 1992-93 to 2003-04 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8, for Black and White Students**



Notes: *N counts equal the number of students tested in both reading and mathematics; previous years are comparable.

Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

The "Percent of Students At or Above Level III in Both Reading and Mathematics" is calculated by dividing the number of students passing both reading and mathematics tests at or above Achievement Level III by the number of students with valid scores in both reading and mathematics; therefore, the data do not include students tested only in reading or mathematics or taking the alternate assessments.

The inclusion of Black and White ethnic groups in Figure 2 reflects their status as the largest ethnic groups in the state.

Data received from LEAs and charter schools after July 15, 2004 are not included in these figures.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 3. 1992-93 to 2003-04 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics,
Grades 3-8, by Ethnicity

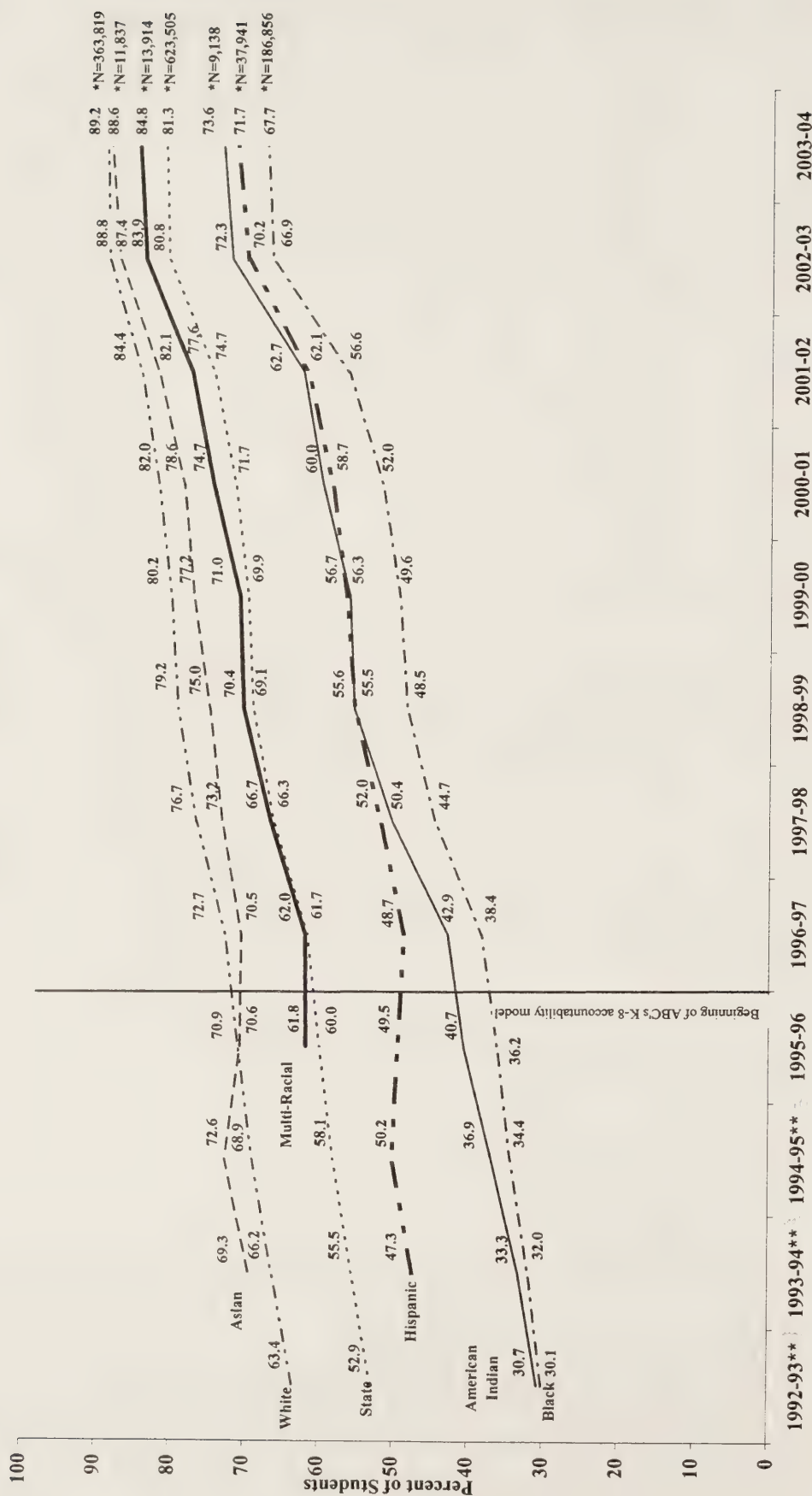


Table 1. 2003-04 End-of-Grade Multiple-Choice Test Results
Statewide Summary
Reading and Mathematics

Reading				Mathematics			
	Number Tested	Percent Students at Achievement Levels III, IV*		Number Tested	Percent Students at Achievement Levels III, IV*		
	Mean Scale Score**	Standard Deviation		Mean Scale Score**	Standard Deviation		
Grade 3	101,282 248.1	83.4% 9.0		101,575 253.4	89.0% 6.3		
Grade 4	102,558 252.3	83.7% 8.7		102,902 259.2	94.6% 7.6		
Grade 5	102,159 257.0	89.5% 7.9		102,506 262.7	93.4% 8.8		
Grade 6	106,250 258.8	80.8% 8.6		106,475 266.0	90.0% 9.5		
Grade 7	106,507 261.3	85.8% 9.0		106,690 268.6	84.9% 11.0		
Grade 8	105,193 264.1	88.6% 8.9		105,312 272.1	85.0% 10.8		

Notes: *The adjusted achievement level ranges for reading generated in 2002 are used to calculate all data since 2002-03. The adjusted achievement level ranges for mathematics generated in September 2001 are used to calculate all data since 2001.

**Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table. Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 2. 1992-93 to 2003-04 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading*

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested
Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score
Percent Students at Achievement Levels	Percent Students at Achievement Levels	Percent Students at Achievement Levels	Percent Students at Achievement Levels	Percent Students at Achievement Levels	Percent Students at Achievement Levels	Percent Students at Achievement Levels	Percent Students at Achievement Levels	Percent Students at Achievement Levels	Percent Students at Achievement Levels	Percent Students at Achievement Levels	Percent Students at Achievement Levels	Percent Students at Achievement Levels
III, IV	III, IV	III, IV	III, IV	III, IV	III, IV	III, IV	III, IV	III, IV	III, IV	III, IV	III, IV	III, IV
Grade 3	85,381	88,299	88,741	90,594	95,347	98,389	100,525	101,064	101,652	100,105	102,241	101,282
	142.7	142.8	143.4	143.8	144.1	145.7	146.4	146.5	147.0	147.8	147.9	248.1
	61.2%	60.4%	63.4%	64.8%	65.8%	71.6%	73.6%	74.4%	76.4%	79.8%	82.6%	83.4%
Grade 4	84,811	85,311	88,151	89,115	91,865	94,109	97,911	99,451	99,717	100,426	100,351	102,558
	147.1	147.9	147.6	148.7	148.4	149.3	149.5	149.8	150.3	150.8	252.4	252.3
	62.4%	65.8%	64.2%	69.4%	67.7%	70.9%	71.4%	72.1%	74.6%	77.1%	83.7%	83.7%
Grade 5	85,339	85,330	86,144	89,237	90,770	91,566	94,801	98,099	99,639	100,294	103,464	102,159
	151.5	151.7	152.4	152.1	153.0	154.3	154.3	155.3	156.0	156.3	256.9	257.0
	64.1%	65.4%	68.2%	66.5%	70.8%	75.2%	75.8%	79.1%	82.7%	84.5%	88.7%	89.5%
Grade 6	84,281	85,740	86,356	87,310	91,666	91,669	93,589	96,489	100,079	101,617	104,678	106,250
	154.0	154.5	154.5	155.3	155.6	155.8	156.7	156.3	156.7	157.5	258.7	258.8
	62.6%	65.1%	65.9%	67.7%	67.1%	70.0%	72.3%	69.5%	70.6%	74.1%	81.5%	80.8%
Grade 7	83,869	84,852	86,469	87,457	89,515	91,267	92,021	94,031	96,945	100,420	104,804	106,507
	157.0	157.3	158.1	157.9	158.2	159.0	159.9	160.2	159.9	160.1	261.2	261.3
	63.5%	64.2%	68.5%	66.8%	67.8%	71.1%	76.6%	76.4%	75.3%	76.6%	85.3%	85.8%
Grade 8	80,837	82,915	83,795	85,997	87,315	87,903	90,330	90,984	93,305	96,104	101,948	105,193
	158.7	159.7	160.1	160.0	160.9	161.9	162.3	162.7	163.1	163.4	263.9	264.1
	66.5%	71.1%	72.8%	72.7%	75.0%	79.5%	79.9%	82.5%	83.3%	85.2%	87.7%	88.6%

Notes: *Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade all end-of-grade reading data.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 3. 1992-93 to 2003-04 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics*

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested
	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score
	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV***	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV
Grade 3	85,191	88,414	88,845	90,710	95,604	98,844	101,021	101,572	102,160	100,748	102,672	101,575
	139.8	140.0	141.2	141.9	142.8	142.3	142.9	143.5	250.6	251.4	253.3	253.4
	60.6%	61.6%	65.1%	67.4%	70.2%	68.2%	70.0%	71.8%	73.6%	77.3%	88.9%	89.0%
Grade 4	84,594	85,363	88,217	89,172	92,062	94,499	98,391	99,990	100,392	101,120	100,750	102,902
	146.1	147.2	147.9	148.5	149.5	151.5	152.2	152.9	255.8	256.5	259.1	259.2
	64.1%	67.1%	68.5%	71.5%	74.6%	79.3%	82.7%	84.4%	86.8%	88.9%	94.7%	94.6%
Grade 5	85,124	85,384	86,151	89,261	90,929	91,927	95,258	98,558	100,226	101,125	103,899	102,506
	152.3	153.5	154.4	155.2	156.4	157.4	159.2	159.5	260.0	260.8	262.3	262.7
	59.7%	63.9%	66.5%	70.0%	73.1%	78.0%	82.4%	82.9%	86.7%	88.4%	92.6%	93.4%
Grade 6	83,873	85,849	86,337	87,320	91,718	91,802	93,824	96,708	100,367	102,060	104,852	106,475
	158.3	159.4	160.2	161.4	162.0	163.6	164.8	165.1	263.2	264.5	265.8	266.0
	61.3%	66.2%	67.6%	72.6%	72.7%	78.3%	81.1%	81.0%	82.9%	86.4%	90.0%	90.0%
Grade 7	83,162	84,768	86,422	87,490	89,526	91,368	92,151	94,124	97,114	100,674	105,002	106,690
	164.1	164.8	166.0	166.4	167.5	169.2	170.8	171.0	267.1	268.0	268.3	268.6
	60.0%	63.2%	67.1%	68.5%	70.8%	76.9%	82.5%	80.7%	81.2%	83.3%	83.8%	84.9%
Grade 8	80,045	82,792	83,542	86,006	87,383	87,978	90,396	91,053	93,408	96,325	102,034	105,312
	168.3	169.0	170.3	170.6	171.1	173.7	174.1	175.3	270.0	271.2	271.7	272.1
	61.9%	61.9%	67.6%	67.7%	68.9%	76.3%	77.6%	80.6%	79.5%	82.3%	84.2%	85.0%

Notes: *Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 4. 1992-93 to 2003-04 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading*

	1992-93			1993-94			1994-95			1995-96			1996-97		
	Percent Students at Achievement Levels III, IV			Percent Students at Achievement Levels III, IV			Percent Students at Achievement Levels III, IV			Percent Students at Achievement Levels III, IV			Percent Students at Achievement Levels III, IV		
	Number Tested	Mean Scale Score	Percent at Achievement Level I	Number Tested	Mean Scale Score	Percent at Achievement Level I	Number Tested	Mean Scale Score	Percent at Achievement Level I	Number Tested	Mean Scale Score	Percent at Achievement Level I	Number Tested	Mean Scale Score	Percent at Achievement Level I
Grade 3	85,381		61.2%	88,299		60.4%	88,741		63.4%	90,594		64.8%	95,347		65.8%
Std. Dev.	142.7	9.9	13.6%	142.8	10.0	13.9%	143.4	10.1	12.9%	143.8	9.7	11.3%	144.1	9.8	11.0%
Grade 4	84,811		62.4%	85,311		65.8%	88,151		64.2%	89,115		69.4%	91,865		67.7%
Std. Dev.	147.1	9.6	12.1%	147.9	9.3	10.1%	147.6	9.6	10.8%	148.7	9.3	9.0%	148.4	9.6	9.9%
Grade 5	85,339		64.1%	85,330		65.4%	86,144		68.2%	89,237		66.5%	90,770		70.8%
Std. Dev.	151.5	9.0	9.5%	151.7	8.9	9.8%	152.4	8.8	8.0%	152.1	8.9	8.9%	153.0	8.9	7.6%
Grade 6	84,281		62.6%	85,740		65.1%	86,356		65.9%	87,310		67.7	91,666		67.1%
Std. Dev.	154.0	9.1	9.3%	154.5	9.1	9.2%	154.5	8.7	7.5%	155.3	9.3	8.8%	155.6	9.9	8.7%
Grade 7	83,869		63.5%	84,852		64.2%	86,469		68.5%	87,457		66.8%	89,515		67.8%
Std. Dev.	157.0	8.6	9.3%	157.3	8.7	9.6%	158.1	8.6	8.0%	157.9	8.6	8.5%	158.2	9.0	8.4%
Grade 8	80,837		66.5%	82,915		71.1%	83,795		72.8%	85,997		72.7%	87,315		75.0%
Std. Dev.	158.7	8.9	7.9%	159.7	8.7	6.0%	160.1	8.6	5.7%	160.0	8.5	5.5%	160.9	8.7	5.0%

Notes: *Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 4. 1992-93 to 2003-04 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading* (continued)

	1997-98			1998-99			1999-00			2000-01			2001-02		
	Percent Students at Achievement Levels III, IV			Percent Students at Achievement Levels III, IV			Percent Students at Achievement Levels III, IV			Percent Students at Achievement Levels III, IV			Percent Students at Achievement Levels III, IV		
	Number Tested	Mean Scale Score	Percent at Achievement Level I	Number Tested	Mean Scale Score	Percent at Achievement Level I	Number Tested	Mean Scale Score	Percent at Achievement Level I	Number Tested	Mean Scale Score	Percent at Achievement Level I	Number Tested	Mean Scale Score	Percent at Achievement Level I
Grade 3	98,389	100,525	71.6%	100,525	101,064	74.4%	101,652	101,652	76.4%	101,652	101,652	76.4%	100,105	100,105	79.8%
Std. Dev.	145.7	146.4	8.6%	146.4	146.5	6.9%	146.5	146.5	6.2%	147.0	147.0	5.7%	147.8	147.8	4.2%
	9.7	9.7		9.7	9.5		9.5	9.5		9.3	9.3		8.9	8.9	
Grade 4	94,109	97,911	70.9%	97,911	99,451	71.4%	99,451	99,451	72.1%	99,717	99,717	74.6%	100,426	100,426	77.1%
Std. Dev.	149.3	149.5	7.9%	149.5	149.8	7.4%	149.8	149.8	7.0%	150.3	150.3	6.1%	150.8	150.8	4.7%
	9.6	9.4		9.4	9.5		9.5	9.5		9.3	9.3		9.0	9.0	
Grade 5	91,566	94,801	75.2%	94,801	98,099	75.8%	98,099	98,099	79.1%	99,639	99,639	82.7%	100,294	100,294	84.5%
Std. Dev.	154.3	154.3	6.1%	154.3	155.3	5.0%	155.3	155.3	4.4%	156.0	156.0	3.4%	156.3	156.3	2.7%
	9.0	8.5		8.5	8.7		8.7	8.7		8.2	8.2		7.9	7.9	
Grade 6	91,669	93,589	70.0%	93,589	96,489	72.3%	96,489	96,489	69.5%	100,079	100,079	70.6%	101,617	101,617	74.1%
Std. Dev.	155.8	156.7	7.3%	156.7	156.3	5.9%	156.3	156.3	6.9%	156.7	156.7	6.0%	157.5	157.5	4.1%
	9.3	9.3		9.3	9.8		9.8	9.8		9.6	9.6		9.1	9.1	
Grade 7	91,267	92,021	71.1%	92,021	94,031	76.6%	94,031	94,031	76.4%	96,945	96,945	75.3%	100,420	100,420	76.6%
Std. Dev.	159.0	159.9	7.4%	159.9	160.2	5.2%	160.2	160.2	5.3%	159.9	159.9	5.0%	160.1	160.1	4.3%
	8.8	8.2		8.2	8.5		8.5	8.5		8.5	8.5		8.3	8.3	
Grade 8	87,903	90,330	79.5%	90,330	90,984	79.9%	90,984	90,984	82.5%	93,305	93,305	83.3%	96,104	96,104	85.2%
Std. Dev.	161.9	162.3	3.4%	162.3	162.7	3.2%	162.7	162.7	2.9%	163.1	163.1	2.3%	163.4	163.4	1.9%
	8.3	8.4		8.4	8.1		8.1	8.1		8.1	8.1		7.8	7.8	

Notes: *Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 5. 1992-93 to 2003-04 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics*

	1992-93			1993-94			1994-95			1995-96			1996-97		
	Number Tested	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Level I	Number Tested	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Level I	Number Tested	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Level I	Number Tested	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Level I	Number Tested	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Level I
	Mean Scale Score			Mean Scale Score			Mean Scale Score			Mean Scale Score			Mean Scale Score		
Grade 3	85,191	60.6%		88,414	61.6%		88,845	65.1%		90,710	67.4%		95,604	70.2%	
	139.8	10.7%		140.0	10.9%		141.2	9.3%		141.9	7.9%		142.8	6.8%	
Std. Dev.	11.3			11.5			11.5			11.4			11.3		
Grade 4	84,594	64.1%		85,363	67.1%		88,217	68.5%		89,172	71.5%		92,062	74.6%	
	146.1	10.0%		147.2	8.8%		147.9	8.6%		148.5	7.2%		149.5	6.4%	
Std. Dev.	10.5			10.7			11.1			10.7			10.8		
Grade 5	85,124	59.7%		85,384	63.9%		86,151	66.5%		89,261	70.0%		90,929	73.1%	
	152.3	12.1%		153.5	10.6%		154.4	9.4%		155.2	8.5%		156.4	7.1%	
Std. Dev.	9.7			10.0			10.3			10.2			10.4		
Grade 6	83,873	61.3%		85,849	66.2%		86,337	67.6%		87,320	72.6%		91,718	72.7%	
	158.3	10.5%		159.4	9.6%		160.2	8.2%		161.4	7.0%		162.0	6.6%	
Std. Dev.	10.1			10.2			10.4			10.6			11.1		
Grade 7	83,162	60.0%		84,768	63.2%		86,422	67.1%		87,490	68.5%		89,526	70.8%	
	164.1	10.5%		164.8	11.5%		166.0	8.4%		166.4	9.0%		167.5	8.6%	
Std. Dev.	10.0			10.4			10.4			10.7			11.4		
Grade 8	80,045	61.9%		82,792	61.9%		83,542	67.6%		86,006	67.7%		87,383	68.9%	
	168.3	10.4%		169.0	10.1%		170.3	8.2%		170.6	8.8%		171.1	9.0%	
Std. Dev.	10.6			11.0			11.1			11.3			11.8		

Notes: *Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 5. 1992-93 to 2003-04 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics* (continued)

	1997-98			1998-99			1999-00			2000-01*			2001-02			2002-03			2003-04		
	Percent Students at Achievement Levels III, IV		Number Tested	Percent Students at Achievement Levels III, IV		Number Tested	Percent Students at Achievement Levels III, IV		Number Tested	Percent Students at Achievement Levels III, IV**		Number Tested	Percent Students at Achievement Levels III, IV		Number Tested	Percent Students at Achievement Levels III, IV		Number Tested	Percent Students at Achievement Levels III, IV		
	Mean Scale Score	Level I		Mean Scale Score	Level I		Mean Scale Score**	Level I**		Mean Scale Score	Level I		Mean Scale Score	Level I		Mean Scale Score	Level I				
Grade 3	98,844	68.2%	101,021	101,572	71.8%	102,160	102,160	73.6%	100,748	77.3%	102,672	102,672	88.9%	101,575	89.0%						
Std. Dev.	142.3	7.0%	142.9	143.5	5.6%	250.6	250.6	4.2%	251.4	3.2%	253.3	253.3	1.1%	253.4	1.1%						
	11.2		11.1	11.1		7.7	7.7		7.7		6.3	6.3		6.3							
Grade 4	94,499	79.3%	98,391	99,990	84.4%	100,392	100,392	86.8%	101,120	88.9%	100,750	100,750	94.7%	102,902	94.6%						
Std. Dev.	151.5	4.0%	152.2	152.9	2.1%	255.8	255.8	1.2%	256.5	0.9%	259.1	259.1	0.7%	259.2	0.8%						
	10.8		10.3	10.1		8.3	8.3		8.4		7.5	7.5		7.6							
Grade 5	91,927	78.0%	95,258	98,558	82.9%	100,226	100,226	86.7%	101,125	88.4%	103,899	103,899	92.6%	102,506	93.4%						
Std. Dev.	157.4	5.8%	159.2	159.5	3.8%	260.0	260.0	2.2%	260.8	1.7%	262.3	262.3	1.1%	262.7	1.0%						
	10.1		10.0	10.1		9.6	9.6		9.7		8.9	8.9		8.8							
Grade 6	91,802	78.3%	93,824	96,708	81.0%	100,367	100,367	82.9%	102,060	86.4%	104,852	104,852	90.0%	106,475	90.0%						
Std. Dev.	163.6	5.0%	164.8	165.1	4.1%	263.2	263.2	3.3%	264.5	2.2%	265.8	265.8	1.7%	266.0	1.7%						
	10.8		10.9	11.2		9.9	9.9		9.9		9.3	9.3		9.5							
Grade 7	91,368	76.9%	92,151	94,124	80.7%	97,114	97,114	81.2%	100,674	83.3%	105,002	105,002	83.8%	106,690	84.9%						
Std. Dev.	169.2	5.4%	170.8	171.0	4.5%	267.1	267.1	3.2%	268.0	2.7%	268.3	268.3	2.9%	268.6	2.7%						
	11.0		10.6	11.5		10.6	10.6		10.9		11.0	11.0		11.0							
Grade 8	87,978	76.3%	90,396	91,053	80.6%	93,408	93,408	79.5%	96,325	82.3%	102,034	102,034	84.2%	105,312	85.0%						
Std. Dev.	173.7	5.4%	174.1	175.3	4.8%	270.0	270.0	5.3%	271.2	4.2%	271.7	271.7	4.5%	272.1	4.2%						
	11.6		12.0	11.9		11.0	11.0		11.1		10.8	10.8		10.8							

**Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 6. 2003-04 End-of-Grade Multiple-Choice Tests,
Achievement Level Ranges, by Subject and Grade**

Reading Developmental Scale Scores (set in 2002-03)				
Grade	Level I	Level II	Level III	Level IV
3	216-229	230-239	240-249	250-272
4	223-235	236-243	244-254	255-275
5	228-238	239-246	247-258	259-277
6	228-241	242-251	252-263	264-283
7	228-242	243-251	252-263	264-287
8	231-243	244-253	254-265	266-290

Mathematics Developmental Scale Scores (set in September 2001)				
Grade	Level I	Level II	Level III	Level IV
3	218-237	238-245	246-254	255-276
4	221-239	240-246	247-257	258-285
5	221-242	243-249	250-259	260-295
6	228-246	247-253	254-264	265-296
7	231-249	250-257	258-266	267-307
8	235-253	254-260	261-271	272-310

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 7. 1992-93 to 2003-04 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade,**

Reading

Achievement Levels		Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level I								
Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.		1993	13.6	12.1	9.5	9.3	9.3	7.9
		1994	13.9	10.1	9.8	9.2	9.6	6.0
		1995	12.9	10.8	8.0	7.5	8.0	5.7
		1996	11.3	9.0	8.9	8.8	8.5	5.5
		1997	11.0	9.9	7.6	8.7	8.4	5.0
		1998	8.6	7.9	6.1	7.3	7.4	3.4
		1999	6.9	7.4	5.0	5.9	5.2	3.2
		2000	6.2	7.0	4.4	6.9	5.3	2.9
		2001	5.7	6.1	3.4	6.0	5.0	2.3
		2002	4.2	4.7	2.7	4.1	4.3	1.9
		2003*	3.9	4.2	1.8	3.8	3.4	2.4
		2004	3.7	4.2	1.8	3.8	3.1	2.3
Level II								
Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.		1993	25.2	25.6	26.4	28.1	27.1	25.6
		1994	25.7	24.1	24.8	25.7	26.2	23.0
		1995	23.7	25.1	23.8	26.6	23.5	21.5
		1996	23.9	21.6	24.6	23.5	24.7	21.8
		1997	23.2	22.4	21.6	24.2	23.8	20.0
		1998	19.8	21.2	18.8	22.7	21.4	17.2
		1999	19.5	21.2	19.3	21.8	18.2	16.9
		2000	19.4	21.0	16.6	23.6	18.2	14.6
		2001	17.9	19.4	13.9	23.4	19.7	14.3
		2002	16.0	18.2	12.8	21.9	19.2	12.9
		2003*	13.5	12.0	9.5	14.6	11.3	9.9
		2004	12.9	12.1	8.7	15.4	11.0	9.0
Level III								
Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.		1993	38.5	41.2	39.7	39.8	39.4	42.5
		1994	36.1	44.0	41.8	41.3	38.9	44.2
		1995	37.2	41.6	41.3	43.3	40.6	43.7
		1996	37.9	44.8	41.3	40.4	39.4	45.8
		1997	37.6	42.9	41.4	37.3	36.4	43.6
		1998	36.3	41.5	40.4	39.3	39.0	43.7
		1999	36.7	43.8	43.1	39.6	41.2	43.1
		2000	38.0	42.3	41.0	36.6	39.4	43.8
		2001	38.4	43.2	43.2	37.7	37.5	43.9
		2002	38.8	44.7	44.5	39.6	38.5	44.7
		2003*	37.1	41.9	45.0	51.6	40.9	41.7
		2004	36.9	41.9	45.2	50.7	41.1	41.7
Level IV								
Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.		1993	22.7	21.2	24.4	22.8	24.1	24.0
		1994	24.3	21.8	23.7	23.8	25.3	26.8
		1995	26.2	22.6	26.9	22.6	27.8	29.1
		1996	26.9	24.6	25.3	27.4	27.4	26.8
		1997	28.3	24.8	29.4	29.7	31.4	31.4
		1998	35.3	29.4	34.8	30.7	32.2	35.8
		1999	36.9	27.6	32.7	32.7	35.4	36.8
		2000	36.4	29.7	38.1	32.9	37.1	38.6
		2001	38.0	31.3	39.4	32.9	37.8	39.5
		2002	41.0	32.4	40.0	34.5	38.1	40.5
		2003*	45.5	41.8	43.7	29.9	44.4	46.0
		2004	46.5	41.8	44.3	30.1	44.7	46.9

Notes: *Prior to 2002-03, the end-of-grade reading scale score range was 114 to 187; beginning in 2002-03, the end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data.

Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 8. 1992-93 to 2003-04 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade,
Mathematics**

Achievement Levels	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1993	10.7	10.0	12.1	10.5	10.5	10.4
	1994	10.9	8.8	10.6	9.6	11.5	10.1
	1995	9.3	8.6	9.4	8.2	8.4	8.2
	1996	7.9	7.2	8.5	7.0	9.0	8.8
	1997	6.8	6.4	7.1	6.6	8.6	9.0
	1998	7.0	4.0	5.8	5.0	5.4	5.4
	1999	6.3	2.9	3.8	4.3	3.9	5.4
	2000	5.6	2.1	3.8	4.1	4.5	4.8
	2001*	4.2	1.2	2.2	3.3	3.2	5.3
	2002	3.2	0.9	1.7	2.2	2.7	4.2
	2003	1.1	0.7	1.1	1.7	2.9	4.5
	2004	1.1	0.8	1.0	1.7	2.7	4.2
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1993	28.6	25.9	28.2	28.2	29.5	27.7
	1994	27.5	24.1	25.5	24.3	25.3	28.1
	1995	25.6	22.9	24.1	24.1	24.5	24.2
	1996	24.7	21.3	21.5	20.5	22.5	23.5
	1997	23.0	19.1	19.8	20.7	20.6	22.1
	1998	24.8	16.8	16.1	16.7	17.7	18.3
	1999	23.7	14.4	13.7	14.6	13.6	17.0
	2000	22.6	13.4	13.3	14.9	14.8	14.6
	2001*	22.2	12.0	11.2	13.8	15.5	15.2
	2002	19.5	10.2	9.8	11.4	14.0	13.5
	2003	10.0	4.5	6.4	8.2	13.3	11.3
	2004	9.9	4.7	5.6	8.3	12.4	10.8
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1993	39.5	44.0	38.3	41.7	38.0	41.1
	1994	39.7	43.2	37.7	43.9	38.3	38.4
	1995	39.7	41.3	37.3	42.5	38.6	40.1
	1996	39.7	43.6	38.0	43.0	38.8	38.7
	1997	39.6	41.9	36.2	40.5	36.9	38.4
	1998	39.8	41.7	37.8	40.7	38.3	37.6
	1999	40.2	43.0	35.5	39.8	37.4	37.9
	2000	40.0	43.7	34.3	38.1	35.1	36.5
	2001*	43.3	46.7	36.6	40.5	33.3	36.8
	2002	43.1	45.9	35.3	39.2	32.4	35.7
	2003	45.9	35.6	30.7	34.5	31.1	34.1
	2004	45.3	35.0	29.8	33.9	31.4	33.4
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1993	21.2	20.1	21.4	19.5	22.0	20.8
	1994	21.9	23.8	26.2	22.3	25.0	23.5
	1995	25.4	27.2	29.2	25.1	28.5	27.5
	1996	27.7	28.0	32.0	29.6	29.7	29.1
	1997	30.7	32.7	36.8	32.2	34.0	30.5
	1998	28.4	37.6	40.2	37.7	38.6	38.7
	1999	29.8	39.6	46.9	41.3	45.0	39.7
	2000	31.8	40.8	48.6	42.9	45.6	44.1
	2001*	30.3	40.0	50.1	42.4	48.0	42.7
	2002	34.2	43.0	53.2	47.2	50.9	46.6
	2003	42.9	59.1	61.8	55.6	52.7	50.1
	2004	43.8	59.5	63.6	56.1	53.5	51.7

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Percents are rounded to the nearest tenth. Due to rounding, data may not sum to 100.0 percent. Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

**Table 9. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 3 Reading**

Category	Reading									
	Verified Membership ¹	Percent of Verified Membership	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other ³	Percent Other
All Students	103,587	100.0	101,282	97.8	2,157	2.1	98	0.1	50	0.0
Female	50,045	48.3	49,268	98.4	716	1.4	35	0.1	26	0.1
Male	53,542	51.7	52,014	97.1	1,441	2.7	63	0.1	24	0.0
American Indian	1,584	1.5	1,521	96.0	59	3.7	3	0.2	1	0.1
Asian	2,011	1.9	1,970	98.0	34	1.7	5	0.2	2	0.1
Black	29,979	28.9	29,162	97.3	780	2.6	29	0.1	8	0.0
Hispanic	8,076	7.8	7,662	94.9	399	4.9	12	0.1	3	0.0
Multi-Racial	2,901	2.8	2,849	98.2	44	1.5	5	0.2	3	0.1
White	59,036	57.0	58,118	98.4	841	1.4	44	0.1	33	0.1
Title I	57,302	55.3	55,932	97.6	1,319	2.3	44	0.1	7	0.0
Schoolwide Title I Program	53,341	51.5	52,019	97.5	1,275	2.4	41	0.1	6	0.0
Targeted Assistance	3,880	3.7	3,837	98.9	39	1.0	3	0.1	1	0.0
Migrant	746	0.7	692	92.8	54	7.2	0	0.0	0	0.0
Limited English Proficient (LEP)	5,430	5.2	5,035	92.7	381	7.0	11	0.2	3	0.1
All Students with Disabilities	17,675	17.1	15,740	89.1	1,888	10.7	34	0.2	13	0.1
Behaviorally-Emotionally Disabled	698	0.7	626	89.7	62	8.9	9	1.3	1	0.1
Hearing Impaired	198	0.2	161	81.3	35	17.7	1	0.5	1	0.5
Educable Mentally Disabled	1,809	1.7	1,047	57.9	760	42.0	2	0.1	0	0.0
Specific Learning Disabled	6,390	6.2	6,048	94.6	330	5.2	8	0.1	4	0.1
Speech-Language Impaired	3,291	3.2	3,275	99.5	13	0.4	1	0.0	2	0.1
Visually Impaired	46	0.0	40	87.0	6	13.0	0	0.0	0	0.0
Other Health Impaired	2,127	2.1	1,975	92.9	147	6.9	4	0.2	1	0.0
Orthopedically Impaired	94	0.1	77	81.9	15	16.0	2	2.1	0	0.0
Traumatic Brain Injured	29	0.0	20	69.0	8	27.6	1	3.4	0	0.0
Autistic	480	0.5	242	50.4	233	48.5	3	0.6	2	0.4
Severely/Profoundly Mentally Disabled	32	0.0	0	0.0	32	100.0	0	0.0	0	0.0
Multihandicapped	97	0.1	9	9.3	87	89.7	1	1.0	0	0.0
Deaf-Blind	4	0.0	2	50.0	2	50.0	0	0.0	0	0.0
Trainable Mentally Disabled	159	0.2	2	1.3	155	97.5	1	0.6	1	0.6
Section 504	2,221	2.1	2,216	99.8	3	0.1	1	0.0	1	0.0

Notes:

¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 10. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 3 Mathematics

Category	Mathematics									
	Verified Member-ship ¹	Percent of Verified Member-ship	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other ³	Percent Other
All Students	103,587	100.0	101,575	98.1	1,876	1.8	97	0.1	39	0.0
Female	50,045	48.3	49,329	98.6	661	1.3	34	0.1	21	0.0
Male	53,542	51.7	52,246	97.6	1,215	2.3	63	0.1	18	0.0
American Indian	1,584	1.5	1,531	96.7	49	3.1	3	0.2	1	0.1
Asian	2,011	1.9	1,975	98.2	30	1.5	4	0.2	2	0.1
Black	29,979	28.9	29,239	97.5	705	2.4	29	0.1	6	0.0
Hispanic	8,076	7.8	7,738	95.8	324	4.0	12	0.1	2	0.0
Multi-Racial	2,901	2.8	2,854	98.4	39	1.3	5	0.2	3	0.1
White	59,036	57.0	58,238	98.6	729	1.2	44	0.1	25	0.0
Title I	57,302	55.3	56,119	97.9	1,136	2.0	43	0.1	4	0.0
Schoolwide Title I Program	53,341	51.5	52,200	97.9	1,097	2.1	40	0.1	4	0.0
Targeted Assistance	3,880	3.7	3,843	99.0	34	0.9	3	0.1	0	0.0
Migrant	746	0.7	699	93.7	47	6.3	0	0.0	0	0.0
Limited English Proficient (LEP)	5,430	5.2	5,112	94.1	306	5.6	10	0.2	2	0.0
All Students with Disabilities	17,675	17.1	15,997	90.5	1,641	9.3	33	0.2	4	0.0
Behaviorally-Emotionally Disabled	698	0.7	642	92.0	46	6.6	9	1.3	1	0.1
Hearing Impaired	198	0.2	168	84.8	29	14.6	1	0.5	0	0.0
Educationally Mentally Disabled	1,809	1.7	1,085	60.0	722	39.9	2	0.1	0	0.0
Specific Learning Disabled	6,390	6.2	6,216	97.3	165	2.6	9	0.1	0	0.0
Speech-Language Impaired	3,291	3.2	3,281	99.7	10	0.3	0	0.0	0	0.0
Visually Impaired	46	0.0	42	91.3	4	8.7	0	0.0	0	0.0
Other Health Impaired	2,127	2.1	1,994	93.7	130	6.1	3	0.1	0	0.0
Orthopedically Impaired	94	0.1	74	78.7	18	19.1	2	2.1	0	0.0
Traumatic Brain Injured	29	0.0	20	69.0	8	27.6	1	3.4	0	0.0
Autistic	480	0.5	243	50.6	232	48.3	3	0.6	2	0.4
Severely/Profoundly Mentally Disabled	32	0.0	0	0.0	32	100.0	0	0.0	0	0.0
Multihandicapped	97	0.1	9	9.3	87	89.7	1	1.0	0	0.0
Deaf-Blind	4	0.0	2	50.0	2	50.0	0	0.0	0	0.0
Trainable Mentally Disabled	159	0.2	2	1.3	155	97.5	1	0.6	1	0.6
Section 504	2,221	2.1	2,219	99.9	1	0.0	1	0.0	0	0.0

Notes:

¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 11. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 4 Reading**

Category	Reading									
	Verified Member-ship ¹	Percent of Verified Member-ship	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other ³	Percent Other
All Students	105,310	100.0	102,558	97.4	2,592	2.5	104	0.1	56	0.1
Female	51,299	48.7	50,340	98.1	887	1.7	52	0.1	20	0.0
Male	54,011	51.3	52,218	96.7	1,705	3.2	52	0.1	36	0.1
American Indian	1,626	1.5	1,551	95.4	71	4.4	4	0.2	0	0.0
Asian	2,059	2.0	2,015	97.9	43	2.1	1	0.0	0	0.0
Black	31,529	29.9	30,507	96.8	978	3.1	32	0.1	12	0.0
Hispanic	7,354	7.0	6,878	93.5	463	6.3	9	0.1	4	0.1
Multi-Racial	2,694	2.6	2,648	98.3	43	1.6	3	0.1	0	0.0
White	60,048	57.0	58,959	98.2	994	1.7	55	0.1	40	0.1
Title I	55,766	53.0	54,147	97.1	1,553	2.8	53	0.1	13	0.0
Schoolwide Title I Program	52,813	50.2	51,237	97.0	1,514	2.9	50	0.1	12	0.0
Targeted Assistance	2,720	2.6	2,689	98.9	28	1.0	2	0.1	1	0.0
Migrant	886	0.8	812	91.6	71	8.0	2	0.2	1	0.1
Limited English Proficient (LEP)	4,883	4.6	4,424	90.6	453	9.3	2	0.0	4	0.1
All Students with Disabilities	18,177	17.3	15,870	87.3	2,263	12.4	29	0.2	15	0.1
Behaviorally-Emotionally Disabled	933	0.9	843	90.4	80	8.6	9	1.0	1	0.1
Hearing Impaired	187	0.2	150	80.2	37	19.8	0	0.0	0	0.0
Educable Mentally Disabled	2,108	2.0	1,163	55.2	940	44.6	2	0.1	3	0.1
Specific Learning Disabled	6,864	6.5	6,471	94.3	383	5.6	6	0.1	4	0.1
Speech-Language Impaired	2,105	2.0	2,088	99.2	16	0.8	1	0.0	0	0.0
Visually Impaired	61	0.1	55	90.2	4	6.6	1	1.6	1	1.6
Other Health Impaired	2,359	2.2	2,183	92.5	168	7.1	7	0.3	1	0.0
Orthopedically Impaired	89	0.1	68	76.4	21	23.6	0	0.0	0	0.0
Traumatic Brain Injured	29	0.0	19	65.5	10	34.5	0	0.0	0	0.0
Autistic	442	0.4	207	46.8	232	52.5	0	0.0	3	0.7
Severely/Profoundly Mentally Disabled	50	0.0	0	0.0	49	98.0	1	2.0	0	0.0
Multihandicapped	121	0.1	12	9.9	107	88.4	2	1.7	0	0.0
Deaf-Blind	6	0.0	4	66.7	2	33.3	0	0.0	0	0.0
Trainable Mentally Disabled	220	0.2	10	4.5	209	95.0	0	0.0	1	0.5
Section 504	2,603	2.5	2,597	99.8	5	0.2	0	0.0	1	0.0

Notes:

¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 12. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 4 Mathematics

Category	Mathematics									
	Verified Member-ship ¹	Percent of Verified Member-ship	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Not Tested			
							Number Absent	Percent Absent	Number Other ³	Percent Other
All Students	105,310	100.0	102,902	97.7	2,253	2.1	110	0.1	45	0.0
	51,299	48.7	50,407	98.3	820	1.6	57	0.1	15	0.0
	54,011	51.3	52,495	97.2	1,433	2.7	53	0.1	30	0.1
	1,626	1.5	1,569	96.5	53	3.3	4	0.2	0	0.0
	2,059	2.0	2,018	98.0	39	1.9	2	0.1	0	0.0
	31,529	29.9	30,623	97.1	865	2.7	34	0.1	7	0.0
	7,354	7.0	6,939	94.4	401	5.5	11	0.1	3	0.0
	2,694	2.6	2,653	98.5	38	1.4	3	0.1	0	0.0
	60,048	57.0	59,100	98.4	857	1.4	56	0.1	35	0.1
	55,766	53.0	54,368	97.5	1,338	2.4	55	0.1	5	0.0
	52,813	50.2	51,449	97.4	1,307	2.5	52	0.1	5	0.0
	2,720	2.6	2,698	99.2	20	0.7	2	0.1	0	0.0
	886	0.8	822	92.8	62	7.0	2	0.2	0	0.0
	4,883	4.6	4,488	91.9	388	7.9	4	0.1	3	0.1
	18,177	17.3	16,183	89.0	1,953	10.7	33	0.2	8	0.0
	933	0.9	860	92.2	63	6.8	9	1.0	1	0.1
	187	0.2	160	85.6	27	14.4	0	0.0	0	0.0
	2,108	2.0	1,214	57.6	889	42.2	4	0.2	1	0.0
	6,864	6.5	6,678	97.3	179	2.6	6	0.1	1	0.0
2,105	2.0	2,089	99.2	15	0.7	1	0.0	0	0.0	
61	0.1	55	90.2	5	8.2	1	1.6	0	0.0	
2,359	2.2	2,203	93.4	147	6.2	8	0.3	1	0.0	
89	0.1	67	75.3	22	24.7	0	0.0	0	0.0	
29	0.0	19	65.5	10	34.5	0	0.0	0	0.0	
442	0.4	213	48.2	226	51.1	0	0.0	3	0.7	
50	0.0	0	0.0	49	98.0	1	2.0	0	0.0	
121	0.1	13	10.7	106	87.6	2	1.7	0	0.0	
6	0.0	4	66.7	2	33.3	0	0.0	0	0.0	
220	0.2	10	4.5	209	95.0	0	0.0	1	0.5	
2,603	2.5	2,598	99.8	4	0.2	1	0.0	0	0.0	

Notes:

¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 13. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 5 Reading

Category	Reading									
	Verified Member-ship ¹	Percent of Verified Member-ship	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Not Tested			
							Number Absent	Percent Absent	Number Other ³	Percent Other
All Students	104,854	100.0	102,159	97.4	2,560	2.4	111	0.1	24	0.0
Female	51,108	48.7	50,218	98.3	847	1.7	38	0.1	5	0.0
Male	53,746	51.3	51,941	96.6	1,713	3.2	73	0.1	19	0.0
American Indian	1,541	1.5	1,467	95.2	69	4.5	5	0.3	0	0.0
Asian	2,058	2.0	2,015	97.9	42	2.0	1	0.0	0	0.0
Black	31,849	30.4	30,777	96.6	1,040	3.3	27	0.1	5	0.0
Hispanic	6,787	6.5	6,351	93.6	409	6.0	23	0.3	4	0.1
Multi-Racial	2,421	2.3	2,385	98.5	34	1.4	2	0.1	0	0.0
White	60,198	57.4	59,164	98.3	966	1.6	53	0.1	15	0.0
Title I	54,184	51.7	52,592	97.1	1,524	2.8	57	0.1	11	0.0
Schoolwide Title I Program	51,791	49.4	50,234	97.0	1,494	2.9	52	0.1	11	0.0
Targeted Assistance	2,154	2.1	2,129	98.8	20	0.9	5	0.2	0	0.0
Migrant	758	0.7	688	90.8	70	9.2	0	0.0	0	0.0
Limited English Proficient (LEP)	4,079	3.9	3,655	89.6	405	9.9	16	0.4	3	0.1
All Students with Disabilities	17,765	16.9	15,471	87.1	2,233	12.6	42	0.2	19	0.1
Behaviorally-Emotionally Disabled	1,030	1.0	948	92.0	74	7.2	8	0.8	0	0.0
Hearing Impaired	162	0.2	139	85.8	23	14.2	0	0.0	0	0.0
Educable Mentally Disabled	2,158	2.1	1,287	59.6	865	40.1	3	0.1	3	0.1
Specific Learning Disabled	6,992	6.7	6,621	94.7	355	5.1	10	0.1	6	0.1
Speech-Language Impaired	1,079	1.0	1,074	99.5	5	0.5	0	0.0	0	0.0
Visually Impaired	54	0.1	46	85.2	6	11.1	2	3.7	0	0.0
Other Health Impaired	2,508	2.4	2,334	93.1	167	6.7	2	0.1	5	0.2
Orthopedically Impaired	87	0.1	63	72.4	22	25.3	2	2.3	0	0.0
Traumatic Brain Injured	40	0.0	26	65.0	14	35.0	0	0.0	0	0.0
Autistic	424	0.4	184	43.4	235	55.4	3	0.7	2	0.5
Severely/Profoundly Mentally Disabled	80	0.1	5	6.3	73	91.3	2	2.5	0	0.0
Multihandicapped	145	0.1	12	8.3	130	89.7	3	2.1	0	0.0
Deaf-Blind	5	0.0	1	20.0	4	80.0	0	0.0	0	0.0
Trainable Mentally Disabled	267	0.3	11	4.1	254	95.1	1	0.4	1	0.4
Section 504	2,734	2.6	2,720	99.5	6	0.2	6	0.2	2	0.1

Notes:

¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 14. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 5 Mathematics

Category	Mathematics									
	Verified Member-ship ¹	Percent of Verified Member-ship	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other ³	Percent Other
All Students	104,854	100.0	102,506	97.8	2,231	2.1	106	0.1	11	0.0
Female	51,108	48.7	50,289	98.4	785	1.5	34	0.1	0	0.0
Male	53,746	51.3	52,217	97.2	1,446	2.7	72	0.1	11	0.0
American Indian	1,541	1.5	1,480	96.0	56	3.6	5	0.3	0	0.0
Asian	2,058	2.0	2,025	98.4	32	1.6	1	0.0	0	0.0
Black	31,849	30.4	30,894	97.0	926	2.9	27	0.1	2	0.0
Hispanic	6,787	6.5	6,436	94.8	334	4.9	15	0.2	2	0.0
Multi-Racial	2,421	2.3	2,389	98.7	30	1.2	2	0.1	0	0.0
White	60,198	57.4	59,282	98.5	853	1.4	56	0.1	7	0.0
Title I	54,184	51.7	52,830	97.5	1,299	2.4	51	0.1	4	0.0
Schoolwide Title I Program	51,791	49.4	50,466	97.4	1,274	2.5	47	0.1	4	0.0
Targeted Assistance	2,154	2.1	2,133	99.0	17	0.8	4	0.2	0	0.0
Migrant	758	0.7	699	92.2	59	7.8	0	0.0	0	0.0
Limited English Proficient (LEP)	4,079	3.9	3,742	91.7	327	8.0	9	0.2	1	0.0
All Students with Disabilities	17,765	16.9	15,765	88.7	1,954	11.0	39	0.2	7	0.0
Behaviorally-Emotionally Disabled	1,030	1.0	958	93.0	65	6.3	7	0.7	0	0.0
Hearing Impaired	162	0.2	144	88.9	18	11.1	0	0.0	0	0.0
Educable Mentally Disabled	2,158	2.1	1,350	62.6	802	37.2	4	0.2	2	0.1
Specific Learning Disabled	6,992	6.7	6,801	97.3	183	2.6	7	0.1	1	0.0
Speech-Language Impaired	1,079	1.0	1,075	99.6	4	0.4	0	0.0	0	0.0
Visually Impaired	54	0.1	47	87.0	5	9.3	2	3.7	0	0.0
Other Health Impaired	2,508	2.4	2,368	94.4	136	5.4	3	0.1	1	0.0
Orthopedically Impaired	87	0.1	63	72.4	22	25.3	2	2.3	0	0.0
Traumatic Brain Injured	40	0.0	26	65.0	14	35.0	0	0.0	0	0.0
Autistic	424	0.4	181	42.7	238	56.1	3	0.7	2	0.5
Severely/Profoundly Mentally Disabled	80	0.1	5	6.3	73	91.3	2	2.5	0	0.0
Multihandicapped	145	0.1	12	8.3	130	89.7	3	2.1	0	0.0
Deaf-Blind	5	0.0	1	20.0	4	80.0	0	0.0	0	0.0
Trainable Mentally Disabled	267	0.3	11	4.1	254	95.1	1	0.4	1	0.4
Section 504	2,734	2.6	2,723	99.6	6	0.2	5	0.2	0	0.0

Notes:

¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 15. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 6 Reading

Category	Reading									
	Verified Member-ship ¹	Percent of Verified Member-ship	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other ³	Percent Other
All Students	108,788	100.0	106,250	97.7	2,258	2.1	252	0.2	28	0.0
Female	52,931	48.7	52,034	98.3	805	1.5	80	0.2	12	0.0
Male	55,857	51.3	54,216	97.1	1,453	2.6	172	0.3	16	0.0
American Indian	1,680	1.5	1,620	96.4	53	3.2	6	0.4	1	0.1
Asian	1,996	1.8	1,941	97.2	53	2.7	2	0.1	0	0.0
Black	33,637	30.9	32,549	96.8	963	2.9	114	0.3	11	0.0
Hispanic	6,510	6.0	6,146	94.4	333	5.1	27	0.4	4	0.1
Multi-Racial	2,226	2.0	2,198	98.7	21	0.9	6	0.3	1	0.0
White	62,739	57.7	61,796	98.5	835	1.3	97	0.2	11	0.0
Title I	23,810	21.9	23,093	97.0	660	2.8	55	0.2	2	0.0
Schoolwide Title I Program	22,213	20.4	21,551	97.0	610	2.7	50	0.2	2	0.0
Targeted Assistance	1,109	1.0	1,089	98.2	18	1.6	2	0.2	0	0.0
Migrant	788	0.7	732	92.9	53	6.7	3	0.4	0	0.0
Limited English Proficient (LEP)	3,061	2.8	2,736	89.4	308	10.1	17	0.6	0	0.0
All Students with Disabilities	17,940	16.5	15,853	88.4	1,989	11.1	89	0.5	9	0.1
Behaviorally-Emotionally Disabled	1,310	1.2	1,204	91.9	80	6.1	25	1.9	1	0.1
Hearing Impaired	152	0.1	138	90.8	14	9.2	0	0.0	0	0.0
Educable Mentally Disabled	2,378	2.2	1,561	65.6	798	33.6	15	0.6	4	0.2
Specific Learning Disabled	7,557	6.9	7,259	96.1	270	3.6	28	0.4	0	0.0
Speech-Language Impaired	478	0.4	470	98.3	6	1.3	2	0.4	0	0.0
Visually Impaired	57	0.1	54	94.7	2	3.5	1	1.8	0	0.0
Other Health Impaired	2,524	2.3	2,376	94.1	134	5.3	11	0.4	3	0.1
Orthopedically Impaired	69	0.1	54	78.3	15	21.7	0	0.0	0	0.0
Traumatic Brain Injured	45	0.0	32	71.1	13	28.9	0	0.0	0	0.0
Autistic	427	0.4	213	49.9	213	49.9	1	0.2	0	0.0
Severely/Profoundly Mentally Disabled	55	0.1	9	16.4	46	83.6	0	0.0	0	0.0
Multihandicapped	138	0.1	11	8.0	126	91.3	1	0.7	0	0.0
Deaf-Blind	12	0.0	7	58.3	5	41.7	0	0.0	0	0.0
Trainable Mentally Disabled	275	0.3	11	4.0	264	96.0	0	0.0	0	0.0
Section 504	2,463	2.3	2,454	99.6	3	0.1	5	0.2	1	0.0

Notes: ¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.

²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 16. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 6 Mathematics

Category	Mathematics									
	Verified Member-ship ¹	Percent of Verified Member-ship	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Not Tested			
							Number Absent	Percent Absent	Number Other ³	Percent Other
All Students	108,788	100.0	106,475	97.9	2,057	1.9	232	0.2	24	0.0
Female	52,931	48.7	52,092	98.4	755	1.4	74	0.1	10	0.0
Male	55,857	51.3	54,383	97.4	1,302	2.3	158	0.3	14	0.0
American Indian	1,680	1.5	1,630	97.0	44	2.6	5	0.3	1	0.1
Asian	1,996	1.8	1,946	97.5	48	2.4	2	0.1	0	0.0
Black	33,637	30.9	32,636	97.0	896	2.7	97	0.3	8	0.0
Hispanic	6,510	6.0	6,202	95.3	280	4.3	24	0.4	4	0.1
Multi-Racial	2,226	2.0	2,201	98.9	19	0.9	5	0.2	1	0.0
White	62,739	57.7	61,860	98.6	770	1.2	99	0.2	10	0.0
Title I	23,810	21.9	23,160	97.3	600	2.5	49	0.2	1	0.0
Schoolwide Title I Program	22,213	20.4	21,612	97.3	555	2.5	45	0.2	1	0.0
Targeted Assistance	1,109	1.0	1,091	98.4	16	1.4	2	0.2	0	0.0
Migrant	788	0.7	739	93.8	47	6.0	2	0.3	0	0.0
Limited English Proficient (LEP)	3,061	2.8	2,782	90.9	265	8.7	14	0.5	0	0.0
All Students with Disabilities	17,940	16.5	16,041	89.4	1,815	10.1	78	0.4	6	0.0
Behaviorally-Emotionally Disabled	1,310	1.2	1,215	92.7	73	5.6	22	1.7	0	0.0
Hearing Impaired	152	0.1	142	93.4	10	6.6	0	0.0	0	0.0
Educable Mentally Disabled	2,378	2.2	1,592	66.9	769	32.3	13	0.5	4	0.2
Specific Learning Disabled	7,557	6.9	7,391	97.8	143	1.9	23	0.3	0	0.0
Speech-Language Impaired	478	0.4	472	98.7	5	1.0	1	0.2	0	0.0
Visually Impaired	57	0.1	54	94.7	2	3.5	1	1.8	0	0.0
Other Health Impaired	2,524	2.3	2,385	94.5	126	5.0	11	0.4	2	0.1
Orthopedically Impaired	69	0.1	51	73.9	17	24.6	1	1.4	0	0.0
Traumatic Brain Injured	45	0.0	33	73.3	12	26.7	0	0.0	0	0.0
Autistic	427	0.4	209	48.9	217	50.8	1	0.2	0	0.0
Severely/Profoundly Mentally Disabled	55	0.1	9	16.4	46	83.6	0	0.0	0	0.0
Multihandicapped	138	0.1	10	7.2	126	91.3	2	1.4	0	0.0
Deaf-Blind	12	0.0	8	66.7	4	33.3	0	0.0	0	0.0
Tranable Mentally Disabled	275	0.3	11	4.0	264	96.0	0	0.0	0	0.0
Section 504	2,463	2.3	2,459	99.8	1	0.0	3	0.1	0	0.0

Notes: ¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.

²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 17. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 7 Reading

Category	Reading										Not Tested		
	Verified Membership ¹	Percent of Verified Membership	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other ³	Percent Other			
All Students	109,059	100.0	106,507	97.7	2,082	1.9	383	0.4	87	0.1			
Female	52,918	48.5	52,015	98.3	754	1.4	122	0.2	27	0.1			
Male	56,141	51.5	54,492	97.1	1,328	2.4	261	0.5	60	0.1			
American Indian	1,578	1.4	1,523	96.5	45	2.9	10	0.6	0	0.0			
Asian	1,951	1.8	1,896	97.2	50	2.6	4	0.2	1	0.1			
Black	33,552	30.8	32,489	96.8	860	2.6	180	0.5	23	0.1			
Hispanic	6,073	5.6	5,701	93.9	331	5.5	28	0.5	13	0.2			
Multi-Racial	2,063	1.9	2,038	98.8	22	1.1	3	0.1	0	0.0			
White	63,842	58.5	62,860	98.5	774	1.2	158	0.2	50	0.1			
Title I	21,642	19.8	21,028	97.2	552	2.6	60	0.3	2	0.0			
Schoolwide Title I Program	20,358	18.7	19,781	97.2	519	2.5	56	0.3	2	0.0			
Targeted Assistance	1,084	1.0	1,065	98.2	15	1.4	4	0.4	0	0.0			
Migrant	423	0.4	378	89.4	43	10.2	2	0.5	0	0.0			
Limited English Proficient (LEP)	2,968	2.7	2,605	87.8	337	11.4	22	0.7	4	0.1			
All Students with Disabilities	17,570	16.1	15,626	88.9	1,781	10.1	141	0.8	22	0.1			
Behaviorally-Emotionally Disabled	1,314	1.2	1,229	93.5	49	3.7	35	2.7	1	0.1			
Hearing Impaired	167	0.2	139	83.2	26	15.6	1	0.6	1	0.6			
Educable Mentally Disabled	2,496	2.3	1,727	69.2	736	29.5	27	1.1	6	0.2			
Specific Learning Disabled	7,564	6.9	7,304	96.6	211	2.8	40	0.5	9	0.1			
Speech-Language Impaired	255	0.2	250	98.0	4	1.6	1	0.4	0	0.0			
Visually Impaired	44	0.0	43	97.7	1	2.3	0	0.0	0	0.0			
Other Health Impaired	2,534	2.3	2,414	95.3	93	3.7	25	1.0	2	0.1			
Orthopedically Impaired	63	0.1	51	81.0	12	19.0	0	0.0	0	0.0			
Traumatic Brain Injured	46	0.0	35	76.1	11	23.9	0	0.0	0	0.0			
Autistic	365	0.3	172	47.1	187	51.2	4	1.1	2	0.5			
Severely/Profoundly Mentally Disabled	67	0.1	4	6.0	60	89.6	3	4.5	0	0.0			
Multihandicapped	126	0.1	6	4.8	117	92.9	2	1.6	1	0.8			
Deaf-Blind	14	0.0	7	50.0	7	50.0	0	0.0	0	0.0			
Trainable Mentally Disabled	275	0.3	9	3.3	264	96.0	2	0.7	0	0.0			
Section 504	2,240	2.1	2,236	99.8	3	0.1	1	0.0	0	0.0			

Notes: ¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.

²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

The North Carolina State Testing Results, 2003-04

Table 18. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 7 Mathematics

Category	Mathematics									
	Verified Member-ship ¹	Percent of Verified Member-ship	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Not Tested			
							Number Absent	Percent Absent	Number Other ³	Percent Other
All Students	109,059	100.0	106,690	97.8	1,942	1.8	356	0.3	71	0.1
Female	52,918	48.5	52,056	98.4	724	1.4	118	0.2	20	0.0
Male	56,141	51.5	54,634	97.3	1,218	2.2	238	0.4	51	0.1
American Indian	1,578	1.4	1,534	97.2	34	2.2	10	0.6	0	0.0
Asian	1,951	1.8	1,902	97.5	45	2.3	4	0.2	0	0.0
Black	33,552	30.8	32,564	97.1	817	2.4	156	0.5	15	0.0
Hispanic	6,073	5.6	5,749	94.7	281	4.6	31	0.5	12	0.2
Multi-Racial	2,063	1.9	2,040	98.9	22	1.1	1	0.0	0	0.0
White	63,842	58.5	62,901	98.5	743	1.2	154	0.2	44	0.1
Title I	21,642	19.8	21,066	97.3	504	2.3	70	0.3	2	0.0
Schoolwide Title I Program	20,358	18.7	19,813	97.3	478	2.3	65	0.3	2	0.0
Targeted Assistance	1,084	1.0	1,070	98.7	10	0.9	4	0.4	0	0.0
Migrant	423	0.4	382	90.3	38	9.0	3	0.7	0	0.0
Limited English Proficient (LEP)	2,968	2.7	2,657	89.5	286	9.6	22	0.7	3	0.1
All Students with Disabilities	17,570	16.1	15,746	89.6	1,686	9.6	130	0.7	8	0.0
Behaviorally-Emotionally Disabled	1,314	1.2	1,229	93.5	48	3.7	37	2.8	0	0.0
Hearing Impaired	167	0.2	142	85.0	24	14.4	1	0.6	0	0.0
Educable Mentally Disabled	2,496	2.3	1,744	69.9	719	28.8	28	1.1	5	0.2
Specific Learning Disabled	7,564	6.9	7,408	97.9	127	1.7	29	0.4	0	0.0
Speech-Language Impaired	255	0.2	249	97.6	4	1.6	2	0.8	0	0.0
Visually Impaired	44	0.0	44	100.0	0	0.0	0	0.0	0	0.0
Other Health Impaired	2,534	2.3	2,415	95.3	97	3.8	22	0.9	0	0.0
Orthopedically Impaired	63	0.1	52	82.5	11	17.5	0	0.0	0	0.0
Traumatic Brain Injured	46	0.0	35	76.1	11	23.9	0	0.0	0	0.0
Autistic	365	0.3	166	45.5	193	52.9	4	1.1	2	0.5
Severely/Profoundly Mentally Disabled	67	0.1	4	6.0	60	89.6	3	4.5	0	0.0
Multihandicapped	126	0.1	7	5.6	116	92.1	2	1.6	1	0.8
Deaf-Blind	14	0.0	7	50.0	7	50.0	0	0.0	0	0.0
Trainable Mentally Disabled	275	0.3	8	2.9	265	96.4	2	0.7	0	0.0
Section 504	2,240	2.1	2,236	99.8	4	0.2	0	0.0	0	0.0

Notes: ¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.

²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 19. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 8 Reading

Category	Reading										Not Tested		
	Verified Member-ship ¹	Percent of Verified Member-ship	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other ³	Percent Other			
All Students	110,065	100.0	105,193	95.6	1,971	1.8	480	0.4	2,421	2.2			
Female	53,516	48.6	51,680	96.6	654	1.2	180	0.3	1,002	1.9			
Male	56,549	51.4	53,513	94.6	1,317	2.3	300	0.5	1,419	2.5			
American Indian	1,590	1.4	1,469	92.4	42	2.6	10	0.6	69	4.3			
Asian	2,097	1.9	2,003	95.5	47	2.2	4	0.2	43	2.1			
Black	33,482	30.4	31,574	94.3	793	2.4	202	0.6	913	2.7			
Hispanic	5,746	5.2	5,229	91.0	306	5.3	38	0.7	173	3.0			
Multi-Racial	1,907	1.7	1,799	94.3	22	1.2	8	0.4	78	4.1			
White	65,243	59.3	63,119	96.7	761	1.2	218	0.3	1,145	1.8			
Title I	21,545	19.6	20,129	93.4	503	2.3	88	0.4	825	3.8			
Schoolwide Title I Program	20,303	18.4	18,950	93.3	472	2.3	84	0.4	797	3.9			
Targeted Assistance	1,049	1.0	1,010	96.3	8	0.8	4	0.4	27	2.6			
Migrant	657	0.6	590	89.8	40	6.1	1	0.2	26	4.0			
Limited English Proficient (LEP)	2,835	2.6	2,470	87.1	305	10.8	28	1.0	32	1.1			
All Students with Disabilities	17,199	15.6	14,914	86.7	1,681	9.8	142	0.8	462	2.7			
Behaviorally-Emotionally Disabled	1,427	1.3	1,243	87.1	37	2.6	43	3.0	104	7.3			
Hearing Impaired	121	0.1	103	85.1	15	12.4	1	0.8	2	1.7			
Educable Mentally Disabled	2,684	2.4	1,926	71.8	672	25.0	27	1.0	59	2.2			
Specific Learning Disabled	7,389	6.7	6,978	94.4	171	2.3	44	0.6	196	2.7			
Speech-Language Impaired	198	0.2	188	94.9	3	1.5	0	0.0	7	3.5			
Visually Impaired	56	0.1	49	87.5	5	8.9	1	1.8	1	1.8			
Other Health Impaired	2,401	2.2	2,185	91.0	119	5.0	11	0.5	86	3.6			
Orthopedically Impaired	63	0.1	46	73.0	15	23.8	0	0.0	2	3.2			
Traumatic Brain Injured	67	0.1	51	76.1	15	22.4	0	0.0	1	1.5			
Autistic	318	0.3	127	39.9	188	59.1	3	0.9	0	0.0			
Severely/Profoundly Mentally Disabled	59	0.1	2	3.4	57	96.6	0	0.0	0	0.0			
Multihandicapped	126	0.1	12	9.5	112	88.9	1	0.8	1	0.8			
Deaf-Blind	18	0.0	13	72.2	5	27.8	0	0.0	0	0.0			
Trainable Mentally Disabled	275	0.2	7	2.5	265	96.4	2	0.7	1	0.4			
Section 504	1,997	1.8	1,984	99.3	2	0.1	9	0.5	2	0.1			

Notes: ¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.

²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 20. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade 8 Mathematics**

Category	Mathematics									
	Verified Member- ship ¹	Percent of Verified Member- ship	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Number Absent	Not Tested		
								Percent Absent	Number Other ³	Percent Other
All Students	110,065	100.0	105,312	95.7	1,878	1.7	463	0.4	2,412	2.2
Female	53,516	48.6	51,683	96.6	646	1.2	186	0.3	1,001	1.9
Male	56,549	51.4	53,629	94.8	1,232	2.2	277	0.5	1,411	2.5
American Indian	1,590	1.4	1,468	92.3	43	2.7	10	0.6	69	4.3
Asian	2,097	1.9	2,014	96.0	37	1.8	3	0.1	43	2.1
Black	33,482	30.4	31,622	94.4	758	2.3	192	0.6	910	2.7
Hispanic	5,746	5.2	5,267	91.7	275	4.8	31	0.5	173	3.0
Multi-Racial	1,907	1.7	1,800	94.4	21	1.1	8	0.4	78	4.1
White	65,243	59.3	63,141	96.8	744	1.1	219	0.3	1,139	1.7
Title I	21,545	19.6	20,165	93.6	466	2.2	91	0.4	823	3.8
Schoolwide Title I Program	20,303	18.4	18,989	93.5	433	2.1	86	0.4	795	3.9
Targeted Assistance	1,049	1.0	1,007	96.0	10	1.0	5	0.5	27	2.6
Migrant	657	0.6	592	90.1	38	5.8	1	0.2	26	4.0
Limited English Proficient (LEP)	2,835	2.6	2,518	88.8	264	9.3	21	0.7	32	1.1
All Students with Disabilities	17,199	15.6	14,975	87.1	1,621	9.4	145	0.8	458	2.7
Behaviorally-Emotionally Disabled	1,427	1.3	1,248	87.5	33	2.3	42	2.9	104	7.3
Hearing Impaired	121	0.1	106	87.6	12	9.9	1	0.8	2	1.7
Educable Mentally Disabled	2,684	2.4	1,933	72.0	660	24.6	32	1.2	59	2.2
Specific Learning Disabled	7,389	6.7	7,019	95.0	134	1.8	42	0.6	194	2.6
Speech-Language Impaired	198	0.2	189	95.5	2	1.0	0	0.0	7	3.5
Visually Impaired	56	0.1	49	87.5	5	8.9	1	1.8	1	1.8
Other Health Impaired	2,401	2.2	2,190	91.2	114	4.7	11	0.5	86	3.6
Orthopedically Impaired	63	0.1	45	71.4	16	25.4	0	0.0	2	3.2
Traumatic Brain Injured	67	0.1	50	74.6	15	22.4	1	1.5	1	1.5
Autistic	318	0.3	128	40.3	187	58.8	3	0.9	0	0.0
Severely/Profoundly Mentally Disabled	59	0.1	2	3.4	57	96.6	0	0.0	0	0.0
Multihandicapped	126	0.1	12	9.5	112	88.9	1	0.8	1	0.8
Deaf-Blind	18	0.0	13	72.2	5	27.8	0	0.0	0	0.0
Trainable Mentally Disabled	275	0.2	6	2.2	266	96.7	2	0.7	1	0.4
Section 504	1,997	1.8	1,985	99.4	3	0.2	9	0.5	0	0.0

Notes:

¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 21. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade, Grades 3-8 Reading

Category	Reading										Not Tested		
	Verified Member-ship ¹	Percent of Verified Member-ship	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other ³	Percent Other			
All Students	641,663	100.0	623,949	97.2	13,620	2.1	1,428	0.2	2,666	0.4			
Female	311,817	48.6	305,555	98.0	4,663	1.5	507	0.2	1,092	0.4			
Male	329,846	51.4	318,394	96.5	8,957	2.7	921	0.3	1,574	0.5			
American Indian	9,599	1.5	9,151	95.3	339	3.5	38	0.4	71	0.7			
Asian	12,172	1.9	11,840	97.3	269	2.2	17	0.1	46	0.4			
Black	194,028	30.2	187,058	96.4	5,414	2.8	584	0.3	972	0.5			
Hispanic	40,546	6.3	37,967	93.6	2,241	5.5	137	0.3	201	0.5			
Multi-Racial	14,212	2.2	13,917	97.9	186	1.3	27	0.2	82	0.6			
White	371,106	57.8	364,016	98.1	5,171	1.4	625	0.2	1,294	0.3			
Title I	234,249	36.5	226,921	96.9	6,111	2.6	357	0.2	860	0.4			
Schoolwide Title I Program	220,819	34.4	213,772	96.8	5,884	2.7	333	0.2	830	0.4			
Targeted Assistance	11,996	1.9	11,819	98.5	128	1.1	20	0.2	29	0.2			
Migrant	4,258	0.7	3,892	91.4	331	7.8	8	0.2	27	0.6			
Limited English Proficient (LEP)	23,256	3.6	20,925	90.0	2,189	9.4	96	0.4	46	0.2			
All Students with Disabilities	106,326	16.6	93,474	87.9	11,835	11.1	477	0.4	540	0.5			
Behaviorally-Emotionally Disabled	6,712	1.0	6,093	90.8	382	5.7	129	1.9	108	1.6			
Hearing Impaired	987	0.2	830	84.1	150	15.2	3	0.3	4	0.4			
Educable Mentally Disabled	13,633	2.1	8,711	63.9	4,771	35.0	76	0.6	75	0.6			
Specific Learning Disabled	42,756	6.7	40,681	95.1	1,720	4.0	136	0.3	219	0.5			
Speech-Language Impaired	7,406	1.2	7,345	99.2	47	0.6	5	0.1	9	0.1			
Visually Impaired	318	0.0	287	90.3	24	7.5	5	1.6	2	0.6			
Other Health Impaired	14,453	2.3	13,467	93.2	828	5.7	60	0.4	98	0.7			
Orthopedically Impaired	465	0.1	359	77.2	100	21.5	4	0.9	2	0.4			
Traumatic Brain Injured	256	0.0	183	71.5	71	27.7	1	0.4	1	0.4			
Autistic	2,456	0.4	1,145	46.6	1,288	52.4	14	0.6	9	0.4			
Severely/Profoundly Mentally Disabled	343	0.1	20	5.8	317	92.4	6	1.7	0	0.0			
Multihandicapped	753	0.1	62	8.2	679	90.2	10	1.3	2	0.3			
Deaf-Blind	59	0.0	34	57.6	25	42.4	0	0.0	0	0.0			
Trainable Mentally Disabled	1,471	0.2	50	3.4	1,411	95.9	6	0.4	4	0.3			
Section 504	14,258	2.2	14,207	99.6	22	0.2	22	0.2	7	0.0			

Notes:

¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 22. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessments, and Number Not Tested
End-of-Grade, Grades 3-8 Mathematics**

Category	Mathematics									
	Verified Member-ship ¹	Percent of Verified Member-ship	Number Tested	Percent Tested	Number Alternate Assessments ²	Percent Alternate Assessments	Number Absent	Percent Absent	Number Other ³	Percent Other
All Students	641,663	100.0	625,460	97.5	12,237	1.9	1,364	0.2	2,602	0.4
Female	311,817	48.6	305,856	98.1	4,391	1.4	503	0.2	1,067	0.3
Male	329,846	51.4	319,604	96.9	7,846	2.4	861	0.3	1,535	0.5
American Indian	9,599	1.5	9,212	96.0	279	2.9	37	0.4	71	0.7
Asian	12,172	1.9	11,880	97.6	231	1.9	16	0.1	45	0.4
Black	194,028	30.2	187,578	96.7	4,967	2.6	535	0.3	948	0.5
Hispanic	40,546	6.3	38,331	94.5	1,895	4.7	124	0.3	196	0.5
Multi-Racial	14,212	2.2	13,937	98.1	169	1.2	24	0.2	82	0.6
White	371,106	57.8	364,522	98.2	4,696	1.3	628	0.2	1,260	0.3
Title I	234,249	36.5	227,708	97.2	5,343	2.3	359	0.2	839	0.4
Schoolwide Title I Program	220,819	34.4	214,529	97.2	5,144	2.3	335	0.2	811	0.4
Targeted Assistance	11,996	1.9	11,842	98.7	107	0.9	20	0.2	27	0.2
Migrant	4,258	0.7	3,933	92.4	291	6.8	8	0.2	26	0.6
Limited English Proficient (LEP)	23,256	3.6	21,299	91.6	1,836	7.9	80	0.3	41	0.2
All Students with Disabilities	106,326	16.6	94,707	89.1	10,670	10.0	458	0.4	491	0.5
Behaviorally-Emotionally Disabled	6,712	1.0	6,152	91.7	328	4.9	126	1.9	106	1.6
Hearing Impaired	987	0.2	862	87.3	120	12.2	3	0.3	2	0.2
Educationally Mentally Disabled	13,633	2.1	8,918	65.4	4,561	33.5	83	0.6	71	0.5
Specific Learning Disabled	42,756	6.7	41,513	97.1	931	2.2	116	0.3	196	0.5
Speech-Language Impaired	7,406	1.2	7,355	99.3	40	0.5	4	0.1	7	0.1
Visually Impaired	318	0.0	291	91.5	21	6.6	5	1.6	1	0.3
Other Health Impaired	14,453	2.3	13,555	93.8	750	5.2	58	0.4	90	0.6
Orthopedically Impaired	465	0.1	352	75.7	106	22.8	5	1.1	2	0.4
Traumatic Brain Injured	256	0.0	183	71.5	70	27.3	2	0.8	1	0.4
Autistic	2,456	0.4	1,140	46.4	1,293	52.6	14	0.6	9	0.4
Severely/Profoundly Mentally Disabled	343	0.1	20	5.8	317	92.4	6	1.7	0	0.0
Multihandicapped	753	0.1	63	8.4	677	89.9	11	1.5	2	0.3
Deaf-Blind	59	0.0	35	59.3	24	40.7	0	0.0	0	0.0
Trainable Mentally Disabled	1,471	0.2	48	3.3	1,413	96.1	6	0.4	4	0.3
Section 504	14,258	2.2	14,220	99.7	19	0.1	19	0.1	0	0.0

Notes: ¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.

²Alternate assessments include the alternate assessment academic inventory (AAAI) and the alternate assessment portfolio (AAP).

³Data for "Other" includes misadministrations, transfers, and unknown causes.

Some columns may not add up to the total due to misrounding or rounding. These data represent coding on the 2003-04 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 23. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessment Academic Inventory, and Alternate Assessment Portfolio
Grades 3-8 Reading**

Category	Reading							
	Verified Membership ¹	Percent of Verified Membership	Number Tested AAAI On-Level	Percent Tested AAAI On-Level	Number Tested AAAI Off-Level	Percent Tested AAAI Off-Level	Number Tested AAP	Percent Tested AAP
All Students	641,663	100.0	3,907	0.6	7,849	1.2	3,000	0.5
Female	311,817	48.6	1,660	0.5	2,464	0.8	1,071	0.3
Male	329,846	51.4	2,247	0.7	5,384	1.6	1,925	0.6
American Indian	9,599	1.5	181	1.9	121	1.3	42	0.4
Asian	12,172	1.9	263	2.2	67	0.6	46	0.4
Black	194,028	30.2	511	0.3	3,665	1.9	1,229	0.6
Hispanic	40,546	6.3	2,590	6.4	569	1.4	123	0.3
Multi-Racial	14,212	2.2	21	0.1	132	0.9	59	0.4
White	371,106	57.8	341	0.1	3,295	0.9	1,464	0.4
Not Served by Title I	234,249	36.5	1,636	0.7	4,373	1.9	2,048	0.9
Schoolwide Title I Program	220,819	34.4	2,087	0.9	3,351	1.5	944	0.4
Targeted Assistance	11,996	1.9	83	0.7	110	0.9	2	0.0
Migrant	4,258	0.7	386	9.1	58	1.4	10	0.2
Limited English Proficient (LEP)	23,256	3.6	2,820	12.1	409	1.8	62	0.3
All Students with Disabilities	106,326	16.6	969	0.9	7,795	7.3	2,997	2.8
Behaviorally-Emotionally Disabled	6,712	1.0	41	0.6	310	4.6	4	0.1
Hearing Impaired	987	0.2	11	1.1	135	13.7	7	0.7
Educable Mentally Disabled	13,633	2.1	447	3.3	4,125	30.3	228	1.7
Specific Learning Disabled	42,756	6.7	299	0.7	1,411	3.3	1	0.0
Speech-Language Impaired	7,406	1.2	12	0.2	35	0.5	5	0.1
Visually Impaired	318	0.0	8	2.5	15	4.7	5	1.6
Other Health Impaired	14,453	2.3	79	0.5	638	4.4	89	0.6
Orthopedically Impaired	465	0.1	3	0.6	68	14.6	25	5.4
Traumatic Brain Injured	256	0.0	5	2.0	47	18.4	20	7.8
Autistic	2,456	0.4	34	1.4	479	19.5	743	30.3
Severely/Profoundly Mentally Disabled	343	0.1	0	0.0	7	2.0	349	101.7
Multihandicapped	753	0.1	5	0.7	145	19.3	525	69.7
Deaf-Blind	59	0.0	1	1.7	2	3.4	4	6.8
Trainable Mentally Disabled	1,471	0.2	7	0.5	372	25.3	992	67.4
Section 504	14,258	2.2	17	0.1	6	0.0	63	0.4

Notes: ¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration. Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade, AAAI, and AAP answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 24. 2003-04 Statewide Number of Students Tested, Taking Alternate Assessment Academic Inventory, and Alternate Assessment Portfolio
Grades 3-8 Mathematics

Category	Mathematics							
	Verified Membership ¹	Percent of Verified Membership	Number Tested AAAI On-Level	Percent Tested AAAI On-Level	Number Tested AAAI Off-Level	Percent Tested AAAI Off-Level	Number Tested AAP	Percent Tested AAP
All Students	641,663	100.0	4,365	0.7	6,883	1.1	3,000	0.5
Female	311,817	48.6	1,976	0.6	2,309	0.7	1,071	0.3
Male	329,846	51.4	2,389	0.7	4,573	1.4	1,925	0.6
American Indian	9,599	1.5	133	1.4	111	1.2	42	0.4
Asian	12,172	1.9	284	2.3	58	0.5	46	0.4
Black	194,028	30.2	462	0.2	3,287	1.7	1,229	0.6
Hispanic	40,546	6.3	3,171	7.8	408	1.0	123	0.3
Multi-Racial	14,212	2.2	25	0.2	118	0.8	59	0.4
White	371,106	57.8	290	0.1	2,901	0.8	1,464	0.4
Not Served by Title I	234,249	36.5	1,982	0.8	3,912	1.7	2,048	0.9
Schoolwide Title I Program	220,819	34.4	2,163	1.0	2,878	1.3	944	0.4
Targeted Assistance	11,996	1.9	95	0.8	79	0.7	2	0.0
Migrant	4,258	0.7	456	10.7	49	1.2	10	0.2
Limited English Proficient (LEP)	23,256	3.6	3,347	14.4	292	1.3	62	0.3
All Students with Disabilities	106,326	16.6	765	0.7	6,836	6.4	2,997	2.8
Behaviorally-Emotionally Disabled	6,712	1.0	38	0.6	257	3.8	4	0.1
Hearing Impaired	987	0.2	8	0.8	107	10.8	7	0.7
Educable Mentally Disabled	13,633	2.1	415	3.0	3,939	28.9	228	1.7
Specific Learning Disabled	42,756	6.7	145	0.3	779	1.8	1	0.0
Speech-Language Impaired	7,406	1.2	9	0.1	31	0.4	5	0.1
Visually Impaired	318	0.0	7	2.2	13	4.1	5	1.6
Other Health Impaired	14,453	2.3	70	0.5	576	4.0	89	0.6
Orthopedically Impaired	465	0.1	4	0.9	71	15.3	25	5.4
Traumatic Brain Injured	256	0.0	3	1.2	48	18.8	20	7.8
Autistic	2,456	0.4	35	1.4	484	19.7	743	30.3
Severely/Profoundly Mentally Disabled	343	0.1	0	0.0	7	2.0	349	101.7
Multihandicapped	753	0.1	4	0.5	144	19.1	525	69.7
Deaf-Blind	59	0.0	1	1.7	2	3.4	4	6.8
Trainable Mentally Disabled	1,471	0.2	10	0.7	373	25.4	992	67.4
Section 504	14,258	2.2	16	0.1	5	0.0	63	0.4

Notes:

¹The "Verified Membership" for the end-of-grade tests is the number of student test answer sheets scanned into the school system's Masterbuild file at the time of the actual test administration.

Some columns may not add up to the total due to miscoding or rounding. These data represent coding on the 2003-04 end-of-grade, AAAI, and AAP answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 25. 2003-04 End-of-Grade Grade 3 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	248.1	101,282	150	
CATEGORY 1: Cognition			56	72.4
CATEGORY 2: Interpretation			55	70.0
CATEGORY 3: Critical stance			29	63.8
CATEGORY 4: Connections			10	71.7
MATHEMATICS	253.4	101,575	240	
Math Calculator Inactive			72	68.6
Math Calculator Active			168	72.1
GOAL 1: Identify and use numbers to less than 10,000.			96	73.5
GOAL 2: Understand and use basic geometric properties and standard units of measurement			72	66.2
GOAL 3: Understand classification, pattern, and seriation.			36	72.1
GOAL 4: Understand data collection, display, and interpretation.			36	73.3
NUMBER OF STUDENTS TAKING FORM	D ----- 34,190	E ----- 33,875	F ----- 33,712	

Notes: **Percent Correct* is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 26. 2003-04 End-of-Grade Grade 4 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	252.3	102,558	150	
CATEGORY 1: Cognition			59	70.7
CATEGORY 2: Interpretation			58	68.1
CATEGORY 3: Critical stance			27	61.7
CATEGORY 4: Connections			6	77.9
MATHEMATICS	259.2	102,902	240	
Math Calculator Inactive			72	67.9
Math Calculator Active			168	68.7
GOAL 1: Read, write, model, and compute with rational numbers.			99	68.4
GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement			60	66.6
GOAL 3: Understand patterns and relationships			33	67.5
GOAL 4: Understand and use graphing, probability, and data analysis			48	71.7
NUMBER OF STUDENTS TAKING FORM	D ----- 34,494	E ----- 34,297	F ----- 34,313	

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.
 Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 27. 2003-04 End-of-Grade Grade 5 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	257.0	102,159	150	
CATEGORY 1: Cognition			53	72.6
CATEGORY 2: Interpretation			60	70.9
CATEGORY 3: Critical stance			30	67.4
CATEGORY 4: Connections			7	72.7
MATHEMATICS	262.7	102,506	240	
Math Calculator Inactive			72	64.4
Math Calculator Active			168	60.4
GOAL 1: Understand and compute with rational numbers			96	65.1
GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement			60	54.1
GOAL 3: Understand patterns, relationships, and elementary algebraic representation			39	68.0
GOAL 4: Understand and use graphing, probability, and data analysis			45	58.3
NUMBER OF STUDENTS TAKING FORM	D ----- 34,308	E ----- 34,189	F ----- 34,202	

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 28. 2003-04 End-of-Grade Grade 6 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	258.8	106,250	168	
CATEGORY 1: Cognition			50	75.5
CATEGORY 2: Interpretation			68	68.4
CATEGORY 3: Critical stance			39	64.5
CATEGORY 4: Connections			11	72.0
MATHEMATICS	266.0	106,475	240	
Math Calculator Inactive			72	63.4
Math Calculator Active			168	61.9
GOAL 1: Understand and compute with rational numbers			90	67.5
GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement			66	56.0
GOAL 3: Understand patterns, relationships, and algebraic representations			42	61.9
GOAL 4: Understand and use graphing, probability, and data analysis			42	61.9
NUMBER OF STUDENTS TAKING FORM**	D ----- 35,965	E ----- 35,456	F ----- 35,221	

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 29. 2003-04 End-of-Grade Grade 7 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	261.3	106,507	112	
CATEGORY 1: Cognition			29	73.1
CATEGORY 2: Interpretation			47	63.0
CATEGORY 3: Critical stance			30	65.5
CATEGORY 4: Connections			6	61.8
MATHEMATICS	268.6	106,690	160	
Math Calculator Inactive			48	54.5
Math Calculator Active			112	58.4
GOAL 1: Understand and compute with real numbers			48	63.7
GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement			28	56.8
GOAL 3: Understand patterns, relationships, and fundamental algebraic concepts			40	58.7
GOAL 4: Understand and use graphing, probability, and data analysis			44	49.0
NUMBER OF STUDENTS TAKING FORM	C ----- 53,459	D ----- 53.425		

Notes: **"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 30. 2003-04 End-of-Grade Grade 8 Goal Summary Report

	Developmental Score Mean	Number of Observations	# of Items	Percent Correct*
READING	264.1	105,193	168	
CATEGORY 1: Cognition			49	72.4
CATEGORY 2: Interpretation			66	66.3
CATEGORY 3: Critical stance			43	62.9
CATEGORY 4: Connections			10	60.5
MATHEMATICS	272.1	105,312	240	
Math Calculator Inactive			72	48.8
Math Calculator Active			168	57.6
GOAL 1: Understand and compute with real numbers			105	56.8
GOAL 2: Understand and use properties and relationships of geometry and standard units of metric and customary measurement			60	48.6
GOAL 3: Understand patterns, relationships, and fundamental algebraic concepts			36	56.4
GOAL 4: Understand and use graphing, probability, and data analysis			39	58.5
NUMBER OF STUDENTS TAKING FORM**	C ----- 35,176	D ----- 35,196	E ----- 35,090	

Notes: *"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 31. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 3 Reading

NUMBER OF STUDENTS WITH VALID SCORES	101,282	HIGH SCORE	272		
		LOW SCORE	216		
MEAN	248.1	2004 STATE PERCENTILES	SCALE SCORE		
STANDARD DEVIATION	9.0	90	259.07		
		75	254.76		
		50 (MEDIAN)	248.83		
VARIANCE	81.6	25	242.55		
		10	235.71		
FREQUENCY DISTRIBUTION					
SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
272	63	101282	0.06	100.00	99
271	93	101219	0.09	99.94	99
269	235	101126	0.23	99.85	99
268	280	100891	0.28	99.61	99
267	249	100611	0.25	99.34	99
266	511	100362	0.50	99.09	99
265	1181	99851	1.17	98.59	98
263	1674	98670	1.65	97.42	97
262	1030	96996	1.02	95.77	96
261	2226	95966	2.20	94.75	94
260	1382	93740	1.36	92.55	92
259	2804	92358	2.77	91.19	90
258	3224	89554	3.18	88.42	87
257	1397	86330	1.38	85.24	85
256	5124	84933	5.06	83.86	82
255	5174	79809	5.11	78.80	77
254	3499	74635	3.45	73.69	73
253	3126	71136	3.09	70.24	70
252	4862	68010	4.80	67.15	66
251	4708	63148	4.65	62.35	61
250	4270	58440	4.22	57.70	57
249	5240	54170	5.17	53.48	52
248	3916	48930	3.87	48.31	47
247	3634	45014	3.59	44.44	44
246	6413	41380	6.33	40.86	39
245	3786	34967	3.74	34.52	34
244	2732	31181	2.70	30.79	30
243	3276	28449	3.23	28.09	27
242	3054	25173	3.02	24.85	24
241	2750	22119	2.72	21.84	21
240	2536	19369	2.50	19.12	19
239	1719	16833	1.70	16.62	17
238	1673	15114	1.65	14.92	15
237	1491	13441	1.47	13.27	13
236	2293	11950	2.26	11.80	11
235	1269	9657	1.25	9.53	9
234	1139	8388	1.12	8.28	8
233	1112	7249	1.10	7.16	7
232	772	6137	0.76	6.06	6
231	648	5365	0.64	5.30	5
230	923	4717	0.91	4.66	4
229	880	3794	0.87	3.75	3
228	904	2914	0.89	2.88	3
227	570	2010	0.56	1.98	2
226	467	1440	0.46	1.42	1
225	375	973	0.37	0.96	1
224	317	598	0.31	0.59	1
223	130	281	0.13	0.28	1
222	80	151	0.08	0.15	1
LESS THAN 222	71	71	0.07	0.07	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 32. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 3 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	101,575	<u>HIGH SCORE</u>	272
		<u>LOW SCORE</u>	228
<u>MEAN</u>	253.4	2004 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	6.3	90	261.23
		75	257.59
		50 (MEDIAN)	253.55
<u>VARIANCE</u>	39.8	25	249.39
		10	245.14

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
272	28	101575	0.03	100.00	99
271	159	101547	0.16	99.97	99
270	100	101388	0.10	99.82	99
269	423	101288	0.42	99.72	99
268	185	100865	0.18	99.30	99
267	952	100680	0.94	99.12	98
266	554	99728	0.55	98.18	97
265	808	99174	0.80	97.64	96
264	1755	98366	1.73	96.84	95
263	1918	96611	1.89	95.11	94
262	2168	94693	2.13	93.22	93
261	4140	92525	4.08	91.09	91
260	3714	88385	3.66	87.01	89
259	3038	84671	2.99	83.36	86
258	5988	81633	5.90	80.37	82
257	6150	75645	6.05	74.47	79
256	6222	69495	6.13	68.42	75
255	6147	63273	6.05	62.29	72
254	6644	57126	6.54	56.24	67
253	6411	50482	6.31	49.70	62
252	7680	44071	7.56	43.39	57
251	4507	36391	4.44	35.83	53
250	5977	31884	5.88	31.39	49
249	4672	25907	4.60	25.51	44
248	3823	21235	3.76	20.91	38
247	3587	17412	3.53	17.14	33
246	2676	13825	2.63	13.61	28
245	2750	11149	2.71	10.98	24
244	1731	8399	1.70	8.27	20
243	1772	6668	1.74	6.56	17
242	1179	4896	1.16	4.82	14
241	862	3717	0.85	3.66	11
240	727	2855	0.72	2.81	9
239	607	2128	0.60	2.10	7
238	406	1521	0.40	1.50	5
237	407	1115	0.40	1.10	3
236	292	708	0.29	0.70	2
235	162	416	0.16	0.41	2
234	140	254	0.14	0.25	1
233	57	114	0.06	0.11	1
232	38	57	0.04	0.06	1
LESS THAN 232	19	19	0.02	0.02	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 33. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 4 Reading

NUMBER OF STUDENTS WITH VALID SCORES	102,558	<u>HIGH SCORE</u> 275			
		<u>LOW SCORE</u> 224			
<u>MEAN</u>	252.3	2004 STATE PERCENTILES	SCALE SCORE		
<u>STANDARD DEVIATION</u>	8.7	90	262.98		
		75	258.71		
		50 (<u>MEDIAN</u>)	252.94		
<u>VARIANCE</u>	75.6	25	246.85		
		10	240.52		
<u>FREQUENCY DISTRIBUTION</u>					
<u>SCALE SCORE</u>	<u>FREQUENCY</u>	<u>CUMULATIVE FREQUENCY</u>	<u>PERCENT</u>	<u>CUMULATIVE PERCENT</u>	<u>2003 STATE PERCENTILE</u>
275	85	102558	0.08	100.00	99
273	209	102473	0.20	99.92	99
272	195	102264	0.19	99.71	99
271	238	102069	0.23	99.52	99
270	993	101831	0.97	99.29	99
269	492	100838	0.48	98.32	98
268	703	100346	0.69	97.84	97
267	903	99643	0.88	97.16	97
266	1710	98740	1.67	96.28	95
265	2161	97030	2.11	94.61	94
264	1210	94869	1.18	92.50	92
263	2585	93659	2.52	91.32	90
262	4234	91074	4.13	88.80	87
261	1593	86840	1.55	84.67	84
260	4612	85247	4.50	83.12	81
259	4703	80635	4.59	78.62	77
258	2847	75932	2.78	74.04	73
257	4539	73085	4.43	71.26	69
256	4510	68546	4.40	66.84	65
255	4381	64036	4.27	62.44	60
254	5242	59655	5.11	58.17	56
253	5598	54413	5.46	53.06	50
252	4923	48815	4.80	47.60	45
251	4606	43892	4.49	42.80	40
250	3291	39286	3.21	38.31	37
249	4064	35995	3.96	35.10	33
248	4005	31931	3.91	31.13	29
247	3495	27926	3.41	27.23	25
246	3258	24431	3.18	23.82	22
245	2301	21173	2.24	20.64	19
244	2150	18872	2.10	18.40	17
243	2533	16722	2.47	16.30	15
242	2373	14189	2.31	13.84	13
241	1593	11816	1.55	11.52	11
240	1524	10223	1.49	9.97	9
239	1409	8699	1.37	8.48	8
238	1202	7290	1.17	7.11	7
237	1157	6088	1.13	5.94	5
236	633	4931	0.62	4.81	5
235	650	4298	0.63	4.19	4
234	880	3648	0.86	3.56	3
233	755	2768	0.74	2.70	2
232	844	2013	0.82	1.96	2
231	399	1169	0.39	1.14	1
230	313	770	0.31	0.75	1
229	199	457	0.19	0.45	1
228	165	258	0.16	0.25	1
LESS THAN 228	93	93	0.09	0.09	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 34. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 4 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	102,092	<u>HIGH SCORE</u>	282
		<u>LOW SCORE</u>	228
<u>MEAN</u>	259.2	2004 STATE PERCENTILES	SCALE SCORE
		90	268.77
<u>STANDARD DEVIATION</u>	7.6	75	264.29
		50 (MEDIAN)	259.24
<u>VARIANCE</u>	57.4	25	254.19
		10	249.33

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
282	78	102902	0.08	100.00	99
280	116	102824	0.11	99.92	99
279	105	102708	0.10	99.81	99
278	292	102603	0.28	99.71	99
277	413	102311	0.40	99.43	99
276	270	101898	0.26	99.02	99
275	594	101628	0.58	98.76	99
274	864	101034	0.84	98.18	98
273	907	100170	0.88	97.35	97
272	1660	99263	1.61	96.46	97
271	1246	97603	1.21	94.85	96
270	2107	96357	2.05	93.64	94
269	2231	94250	2.17	91.59	93
268	3206	92019	3.12	89.42	92
267	2566	88813	2.49	86.31	90
266	4424	86247	4.30	83.81	88
265	3649	81823	3.55	79.52	86
264	4750	78174	4.62	75.97	83
263	5709	73424	5.55	71.35	80
262	3762	67715	3.66	65.81	77
261	5614	63953	5.46	62.15	74
260	5464	58339	5.31	56.69	70
259	5393	52875	5.24	51.38	66
258	5839	47482	5.67	46.14	62
257	4921	41643	4.78	40.47	58
256	4626	36722	4.50	35.69	53
255	4968	32096	4.83	31.19	48
254	4532	27128	4.40	26.36	43
253	3619	22596	3.52	21.96	39
252	3314	18977	3.22	18.44	35
251	2857	15663	2.78	15.22	30
250	2143	12806	2.08	12.44	26
249	2252	10663	2.19	10.36	23
248	1947	8411	1.89	8.17	18
247	860	6464	0.84	6.28	15
246	1439	5604	1.40	5.45	12
245	834	4165	0.81	4.05	9
244	839	3331	0.82	3.24	7
243	453	2492	0.44	2.42	5
242	698	2039	0.68	1.98	4
241	326	1341	0.32	1.30	3
240	223	1015	0.22	0.99	2
239	336	792	0.33	0.77	1
238	189	456	0.18	0.44	1
237	91	267	0.09	0.26	1
236	101	176	0.10	0.17	1
235	44	75	0.04	0.07	1
LESS THAN 235	31	31	0.03	0.03	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 35. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 5 Reading**

NUMBER OF
STUDENTS WITH 102,159
VALID SCORES

HIGH SCORE 277

LOW SCORE 229

MEAN 257.0

2004 STATE
PERCENTILES SCALE
SCORE

STANDARD
DEVIATION 7.9

90 267.07

75 262.62

50 (MEDIAN) 257.28

VARIANCE 63.1

25 252.00

10 246.23

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
277	156	102159	0.15	100.00	99
276	396	102003	0.39	99.85	99
274	460	101607	0.45	99.46	99
273	1020	101147	1.00	99.01	99
271	1627	100127	1.59	98.01	97
270	834	98500	0.82	96.42	96
269	2125	97666	2.08	95.60	95
268	2376	95541	2.33	93.52	92
267	2856	93165	2.80	91.20	90
266	1355	90309	1.33	88.40	88
265	4598	88954	4.50	87.07	85
264	3385	84356	3.31	82.57	81
263	4965	80971	4.86	79.26	77
262	4882	76006	4.78	74.40	72
261	4875	71124	4.77	69.62	68
260	4892	66249	4.79	64.85	63
259	4454	61357	4.36	60.06	59
258	4328	56903	4.24	55.70	54
257	6765	52575	6.62	51.46	49
256	5156	45810	5.05	44.84	43
255	3600	40654	3.52	39.79	39
254	5322	37054	5.21	36.27	34
253	4008	31732	3.92	31.06	30
252	4379	27724	4.29	27.14	26
251	3270	23345	3.20	22.85	22
250	2092	20075	2.05	19.65	19
249	3902	17983	3.82	17.60	16
248	1729	14081	1.69	13.78	14
247	1636	12352	1.60	12.09	12
246	1875	10716	1.84	10.49	10
245	1975	8841	1.93	8.65	8
244	1047	6866	1.02	6.72	7
243	974	5819	0.95	5.70	6
242	875	4845	0.86	4.74	5
241	813	3970	0.80	3.89	4
240	715	3157	0.70	3.09	3
239	642	2442	0.63	2.39	2
238	537	1800	0.53	1.76	2
237	434	1263	0.42	1.24	1
236	293	829	0.29	0.81	1
235	274	536	0.27	0.52	1
234	123	262	0.12	0.26	1
233	79	139	0.08	0.14	1
LESS THAN 233	60	60	0.06	0.06	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 36. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 5 Mathematics**

NUMBER OF STUDENTS WITH VALID SCORES		102,506	<u>HIGH SCORE</u>		291
<u>MEAN</u>		262.7	<u>LOW SCORE</u>		231
STANDARD DEVIATION		8.8	<u>2004 STATE PERCENTILES</u>		<u>SCALE SCORE</u>
VARIANCE		78.1	90		274.14
			75		268.88
			50 (MEDIAN)		262.60
			25		256.65
			10		251.13
<u>FREQUENCY DISTRIBUTION</u>					
SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
291	4	102506	0.00	100.00	99
290	12	102502	0.01	100.00	99
289	63	102490	0.06	99.98	99
288	42	102427	0.04	99.92	99
287	165	102385	0.16	99.88	99
286	109	102220	0.11	99.72	99
285	243	102111	0.24	99.61	99
284	195	101868	0.19	99.38	99
283	342	101673	0.33	99.19	99
282	461	101331	0.45	98.85	98
281	539	100870	0.53	98.40	98
280	607	100331	0.59	97.88	98
279	998	99724	0.97	97.29	97
278	1214	98726	1.18	96.31	96
277	1320	97512	1.29	95.13	95
276	1351	96192	1.32	93.84	94
275	1995	94841	1.95	92.52	93
274	1657	92846	1.62	90.58	92
273	2903	91189	2.83	88.96	90
272	2532	88286	2.47	86.13	88
271	3230	85754	3.15	83.66	86
270	3446	82524	3.36	80.51	84
269	3535	79078	3.45	77.14	82
268	2924	75543	2.85	73.70	80
267	4373	72619	4.27	70.84	77
266	4648	68246	4.53	66.58	74
265	4726	63598	4.61	62.04	71
264	4750	58872	4.63	57.43	67
263	3183	54122	3.11	52.80	64
262	4103	50939	4.00	49.69	61
261	4823	46836	4.71	45.69	57
260	4744	42013	4.63	40.99	52
259	4718	37269	4.60	36.36	49
258	4489	32551	4.38	31.76	45
257	2865	28062	2.79	27.38	41
256	3561	25197	3.47	24.58	37
255	3953	21636	3.86	21.11	32
254	1824	17683	1.78	17.25	28
253	3448	15859	3.36	15.47	25
252	1615	12411	1.58	12.11	21
251	1465	10796	1.43	10.53	18
250	2613	9331	2.55	9.10	15
249	1187	6718	1.16	6.55	12
248	990	5531	0.97	5.40	10
247	911	4541	0.89	4.43	8
246	768	3630	0.75	3.54	6
245	663	2862	0.65	2.79	5
244	663	2199	0.65	2.15	3
243	512	1536	0.50	1.50	3
242	381	1024	0.37	1.00	2
241	224	643	0.22	0.63	1
240	135	419	0.13	0.41	1
239	135	284	0.13	0.28	1
238	91	149	0.09	0.15	1
237	34	58	0.03	0.06	1
236	16	24	0.02	0.02	1
235	2	8	0.00	0.01	1
LESS THAN 235	6	6	0.01	0.01	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 37. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 6 Reading**

NUMBER OF STUDENTS WITH VALID SCORES	106,250	HIGH SCORE	283
		LOW SCORE	228
MEAN	258.8	2004 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	8.6	90	269.38
		75	264.69
VARIANCE	73.6	50 (MEDIAN)	259.24
		25	253.52
		10	247.52

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
283	63	106250	0.06	100.00	99
281	119	106187	0.11	99.94	99
280	377	106068	0.35	99.83	99
277	811	105691	0.76	99.47	99
276	469	104880	0.44	98.71	99
274	1357	104411	1.28	98.27	97
273	763	103054	0.72	96.99	96
272	1889	102291	1.78	96.27	96
271	2168	100402	2.04	94.50	94
270	2293	98234	2.16	92.46	92
269	2747	95941	2.59	90.30	89
268	2721	93194	2.56	87.71	87
267	2700	90473	2.54	85.15	84
266	4411	87773	4.15	82.61	81
265	4557	83362	4.29	78.46	76
264	4545	78805	4.28	74.17	72
263	4352	74260	4.10	69.89	68
262	7013	69908	6.60	65.80	63
261	4128	62895	3.89	59.20	58
260	3803	58767	3.58	55.31	54
259	7203	54964	6.78	51.73	49
258	3307	47761	3.11	44.95	43
257	5189	44454	4.88	41.84	39
256	4971	39265	4.68	36.96	35
255	3619	34294	3.41	32.28	31
254	4202	30675	3.95	28.87	27
253	3175	26473	2.99	24.92	23
252	2901	23298	2.73	21.93	20
251	3351	20397	3.15	19.20	17
250	1761	17046	1.66	16.04	15
249	2154	15285	2.03	14.39	13
248	2548	13131	2.40	12.36	11
247	1321	10583	1.24	9.96	9
246	1183	9262	1.11	8.72	8
245	1148	8079	1.08	7.60	7
244	1083	6931	1.02	6.52	6
243	937	5848	0.88	5.50	5
242	885	4911	0.83	4.62	4
241	736	4026	0.69	3.79	3
240	717	3290	0.67	3.10	3
239	637	2573	0.60	2.42	2
238	533	1936	0.50	1.82	2
237	413	1403	0.39	1.32	1
236	326	990	0.31	0.93	1
235	406	664	0.38	0.62	1
234	156	258	0.15	0.24	1
233	63	102	0.06	0.10	1
LESS THAN 233	39	39	0.04	0.04	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 38. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 6 Mathematics**

NUMBER OF STUDENTS WITH VALID SCORES	106,475	<u>HIGH SCORE</u> 293			
		<u>LOW SCORE</u> 236			
<u>MEAN</u>	266.0	2004 STATE PERCENTILES	SCALE SCORE		
<u>STANDARD DEVIATION</u>	9.5	90	278.37		
		75	272.57		
		50 (MEDIAN)	266.02		
<u>VARIANCE</u>	89.4	25	259.47		
		10	253.49		
<u>FREQUENCY DISTRIBUTION</u>					
SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
293	50	106475	0.05	100.00	99
292	88	106425	0.08	99.95	99
290	286	106337	0.27	99.87	99
289	120	106051	0.11	99.60	99
288	454	105931	0.43	99.49	99
287	225	105477	0.21	99.06	99
286	687	105252	0.65	98.85	99
285	299	104565	0.28	98.21	98
284	1206	104266	1.13	97.93	98
283	434	103060	0.41	96.79	97
282	1414	102626	1.33	96.39	96
281	1587	101212	1.49	95.06	96
280	1745	99625	1.64	93.57	94
279	1808	97880	1.70	91.93	93
278	1855	96072	1.74	90.23	92
277	2525	94217	2.37	88.49	90
276	3385	91692	3.18	86.12	89
275	1957	88307	1.84	82.94	87
274	3978	86350	3.74	81.10	85
273	2702	82372	2.54	77.36	83
272	3450	79670	3.24	74.83	80
271	4052	76220	3.81	71.58	78
270	4184	72168	3.93	67.78	75
269	4174	67984	3.92	63.85	72
268	4247	63810	3.99	59.93	69
267	4268	59563	4.01	55.94	66
266	4251	55295	3.99	51.93	62
265	4321	51044	4.06	47.94	59
264	4233	46723	3.98	43.88	56
263	4302	42490	4.04	39.91	52
262	3406	38188	3.20	35.87	48
261	4061	34782	3.81	32.67	44
260	3981	30721	3.74	28.85	40
259	3869	26740	3.63	25.11	36
258	2515	22871	2.36	21.48	32
257	3052	20356	2.87	19.12	28
256	2293	17304	2.15	16.25	25
255	2220	15011	2.08	14.10	21
254	2121	12791	1.99	12.01	18
253	1867	10670	1.75	10.02	15
252	1646	8803	1.55	8.27	12
251	1214	7157	1.14	6.72	10
250	1083	5943	1.02	5.58	8
249	979	4860	0.92	4.56	6
248	1109	3881	1.04	3.64	5
247	924	2772	0.87	2.60	4
246	537	1848	0.50	1.74	3
245	498	1311	0.47	1.23	2
244	265	813	0.25	0.76	1
243	292	548	0.27	0.51	1
242	114	256	0.11	0.24	1
241	85	142	0.08	0.13	1
240	20	57	0.02	0.05	1
LESS THAN 240	37	37	0.03	0.03	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 39. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 7 Reading**

NUMBER OF STUDENTS WITH VALID SCORES	106,507	<u>HIGH SCORE</u>	287
		<u>LOW SCORE</u>	228
<u>MEAN</u>	261.3	2004 STATE PERCENTILES	SCALE SCORE
<u>STANDARD DEVIATION</u>	9.0	90	272.30
		75	267.62
		50 (<u>MEDIAN</u>)	262.05
<u>VARIANCE</u>	80.6	25	255.77
		10	248.78

SCALE SCORE	<u>FREQUENCY DISTRIBUTION</u>				2003 STATE PERCENTILE
	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	
287	27	106507	0.03	100.00	99
285	63	106480	0.06	99.97	99
284	130	106417	0.12	99.92	99
282	232	106287	0.22	99.79	99
281	286	106055	0.27	99.58	99
279	1004	105769	0.94	99.31	99
277	1624	104765	1.52	98.36	98
276	1044	103141	0.98	96.84	96
275	1120	102097	1.05	95.86	95
274	1318	100977	1.24	94.81	94
273	3125	99659	2.93	93.57	92
272	3378	96534	3.17	90.64	89
271	1773	93156	1.66	87.46	87
270	3885	91383	3.65	85.80	84
269	3991	87498	3.75	82.15	81
268	4106	83507	3.86	78.41	77
267	4128	79401	3.88	74.55	73
266	6379	75273	5.99	70.67	68
265	4083	68894	3.83	64.68	63
264	5934	64811	5.57	60.85	58
263	3958	58877	3.72	55.28	54
262	3717	54919	3.49	51.56	50
261	5320	51202	4.99	48.07	46
260	3424	45882	3.21	43.08	42
259	6419	42458	6.03	39.86	37
258	3112	36039	2.92	33.84	33
257	4339	32927	4.07	30.92	29
256	2698	28588	2.53	26.84	26
255	2556	25890	2.40	24.31	24
254	4404	23334	4.13	21.91	20
253	2036	18930	1.91	17.77	17
252	1819	16894	1.71	15.86	16
251	1765	15075	1.66	14.15	14
250	1601	13310	1.50	12.50	12
249	1478	11709	1.39	10.99	11
248	1411	10231	1.32	9.61	9
247	1304	8820	1.22	8.28	8
246	1150	7516	1.08	7.06	7
245	1094	6366	1.03	5.98	6
244	1038	5272	0.97	4.95	5
243	918	4234	0.86	3.98	4
242	376	3316	0.35	3.11	3
241	728	2940	0.68	2.76	3
240	660	2212	0.62	2.08	2
239	507	1552	0.48	1.46	1
238	392	1045	0.37	0.98	1
237	276	653	0.26	0.61	1
236	155	377	0.15	0.35	1
235	99	222	0.09	0.21	1
234	69	123	0.06	0.12	1
LESS THAN 234	54	54	0.05	0.05	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 40. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 7 Mathematics**

NUMBER OF STUDENTS WITH VALID SCORES	106,690	HIGH SCORE	307
		LOW SCORE	231
MEAN	268.6	2004 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	11.0	90	283.53
		75	275.54
VARIANCE	120.0	50 (MEDIAN)	267.76
		25	260.93
		10	255.02

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
307	4	106690	0.00	100.00	99
305	18	106686	0.02	100.00	99
304	35	106668	0.03	99.98	99
302	135	106633	0.13	99.95	99
300	124	106498	0.12	99.82	99
299	172	106374	0.16	99.70	99
298	196	106202	0.18	99.54	99
297	237	106006	0.22	99.36	99
295	533	105769	0.50	99.14	99
294	684	105236	0.64	98.64	99
292	824	104552	0.77	98.00	99
291	471	103728	0.44	97.22	98
290	456	103257	0.43	96.78	98
289	1099	102801	1.03	96.35	97
288	1198	101702	1.12	95.32	96
287	1179	100504	1.11	94.20	96
286	640	99325	0.60	93.10	95
285	1337	98685	1.25	92.50	94
284	1370	97348	1.28	91.24	93
283	2219	95978	2.08	89.96	92
282	1604	93759	1.50	87.88	90
281	1578	92155	1.48	86.38	89
280	1685	90577	1.58	84.90	87
279	1693	88892	1.59	83.32	86
278	2659	87199	2.49	81.73	84
277	2695	84540	2.53	79.24	82
276	1910	81845	1.79	76.71	80
275	2870	79935	2.69	74.92	78
274	3169	77065	2.97	72.23	75
273	3087	73896	2.89	69.26	72
272	3350	70809	3.14	66.37	70
271	3304	67459	3.10	63.23	67
270	4718	64155	4.42	60.13	63
269	2451	59437	2.30	55.71	60
268	4911	56986	4.60	53.41	57
267	2479	52075	2.32	48.81	53
266	5167	49596	4.84	46.49	50
265	5085	44429	4.77	41.64	45
264	2511	39344	2.35	36.88	41
263	5005	36833	4.69	34.52	38
262	2394	31828	2.24	29.83	34
261	4805	29434	4.50	27.59	30
260	2280	24629	2.14	23.08	27
259	3282	22349	3.08	20.95	24
258	2996	19067	2.81	17.87	20
257	1888	16071	1.77	15.06	18
256	1934	14183	1.81	13.29	16
255	3307	12249	3.10	11.48	13
254	1468	8942	1.38	8.38	10

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 40. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 7 Mathematics (continued)**

NUMBER OF STUDENTS WITH VALID SCORES	106,690	<u>HIGH SCORE</u>	307
		<u>LOW SCORE</u>	231
<u>MEAN</u>	268.6	2004 STATE PERCENTILES	SCALE SCORE
		90	283.53
<u>STANDARD DEVIATION</u>	11.0	75	275.54
		50 (MEDIAN)	267.76
<u>VARIANCE</u>	120.0	25	260.93
		10	255.02

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
253	1333	7474	1.25	7.01	8
252	1287	6141	1.21	5.76	6
251	1096	4854	1.03	4.55	5
250	926	3758	0.87	3.52	4
249	767	2832	0.72	2.65	3
248	260	2065	0.24	1.94	2
247	371	1805	0.35	1.69	2
246	442	1434	0.41	1.34	1
245	349	992	0.33	0.93	1
244	245	643	0.23	0.60	1
243	158	398	0.15	0.37	1
242	84	240	0.08	0.22	1
241	60	156	0.06	0.15	1
240	11	96	0.01	0.09	1
239	23	85	0.02	0.08	1
238	18	62	0.02	0.06	1
LESS THAN 238	44	44	0.04	0.04	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 41. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 8 Reading

NUMBER OF STUDENTS WITH VALID SCORES	105,193	<u>HIGH SCORE</u>	290
		<u>LOW SCORE</u>	232
<u>MEAN</u>	264.1	2004 STATE PERCENTILES	SCALE SCORE
<u>STANDARD DEVIATION</u>	8.9	90	274.97
		75	270.26
<u>VARIANCE</u>	79.2	50 (MEDIAN)	264.89
		25	258.84
		10	252.55

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
290	35	105193	0.03	100.00	99
289	27	105158	0.03	99.97	99
287	163	105131	0.15	99.94	99
286	93	104968	0.09	99.79	99
284	403	104875	0.38	99.70	99
283	224	104472	0.21	99.31	99
282	774	104248	0.74	99.10	99
281	393	103474	0.37	98.37	98
280	1152	103081	1.10	97.99	98
279	488	101929	0.46	96.90	97
278	1523	101441	1.45	96.43	96
277	1748	99918	1.66	94.99	94
276	1738	98170	1.65	93.32	92
275	3324	96432	3.16	91.67	90
274	2431	93108	2.31	88.51	88
273	2509	90677	2.39	86.20	85
272	4061	88168	3.86	83.82	81
271	4187	84107	3.98	79.95	77
270	4361	79920	4.15	75.97	73
269	4326	75559	4.11	71.83	69
268	4230	71233	4.02	67.72	65
267	7056	67003	6.71	63.70	61
266	4089	59947	3.89	56.99	56
265	5346	55858	5.08	53.10	52
264	3885	50512	3.69	48.02	47
263	4966	46627	4.72	44.33	42
262	4689	41661	4.46	39.60	38
261	3350	36972	3.18	35.15	35
260	4244	33622	4.03	31.96	31
259	4684	29378	4.45	27.93	26
258	2547	24694	2.42	23.47	23
257	2399	22147	2.28	21.05	21
256	2919	19748	2.77	18.77	18
255	2593	16829	2.46	16.00	16
254	2294	14236	2.18	13.53	13
253	1501	11942	1.43	11.35	12
252	1346	10441	1.28	9.93	10
251	1192	9095	1.13	8.65	9
250	772	7903	0.73	7.51	8
249	715	7131	0.68	6.78	7
248	998	6416	0.95	6.10	6
247	921	5418	0.88	5.15	5
246	858	4497	0.82	4.27	4
245	752	3639	0.71	3.46	4
244	450	2887	0.43	2.74	3
243	429	2437	0.41	2.32	2
242	544	2008	0.52	1.91	2
241	296	1464	0.28	1.39	1
240	396	1168	0.38	1.11	1
239	327	772	0.31	0.73	1
238	285	445	0.27	0.42	1
237	62	160	0.06	0.15	1
236	50	98	0.05	0.09	1
LESS THAN 236	48	48	0.05	0.05	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 42. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 8 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	105,312	HIGH SCORE	307
		LOW SCORE	233
MEAN	272.1	2004 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	10.8	90	286.40
		75	279.46
		50 (MEDIAN)	271.97
VARIANCE	116.6	25	264.69
		10	257.84

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
307	13	105312	0.01	100.00	99
305	71	105299	0.07	99.99	99
303	97	105228	0.09	99.92	99
302	46	105131	0.04	99.83	99
301	69	105085	0.07	99.78	99
300	129	105016	0.12	99.72	99
299	315	104887	0.30	99.60	99
297	441	104572	0.42	99.30	99
296	396	104131	0.38	98.88	99
295	146	103735	0.14	98.50	98
294	641	103589	0.61	98.36	98
293	763	102948	0.72	97.76	98
292	885	102185	0.84	97.03	97
291	1057	101300	1.00	96.19	97
290	1018	100243	0.97	95.19	96
289	1186	99225	1.13	94.22	95
288	1246	98039	1.18	93.09	94
287	1818	96793	1.73	91.91	93
286	1903	94975	1.81	90.18	91
285	1501	93072	1.43	88.38	90
284	2623	91571	2.49	86.95	89
283	2203	88948	2.09	84.46	87
282	2205	86745	2.09	82.37	85
281	3603	84540	3.42	80.28	83
280	1805	80937	1.71	76.85	81
279	3696	79132	3.51	75.14	79
278	3905	75436	3.71	71.63	76
277	2012	71531	1.91	67.92	74
276	4064	69519	3.86	66.01	71
275	4141	65455	3.93	62.15	68
274	2973	61314	2.82	58.22	65
273	3702	58341	3.52	55.40	63
272	3739	54639	3.55	51.88	59
271	3793	50900	3.60	48.33	56
270	4746	47107	4.51	44.73	53
269	2455	42361	2.33	40.22	49
268	4919	39906	4.67	37.89	45
267	2397	34987	2.28	33.22	43
266	3023	32590	2.87	30.95	39
265	4017	29567	3.81	28.08	35
264	2288	25550	2.17	24.26	31
263	2269	23262	2.15	22.09	28
262	2974	20993	2.82	19.93	24
261	2258	18019	2.14	17.11	22
260	1998	15761	1.90	14.97	19
259	2026	13763	1.92	13.07	17
258	1818	11737	1.73	11.14	14
257	1673	9919	1.59	9.42	12
256	1591	8246	1.51	7.83	10

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 42. 2003-04 End-of-Grade Distribution of Scale Scores
Grade 8 Mathematics (continued)**

NUMBER OF STUDENTS WITH VALID SCORES	105,312	<u>HIGH SCORE</u>	307
		<u>LOW SCORE</u>	233
<u>MEAN</u>	272.1	2004 STATE <u>PERCENTILES</u>	<u>SCALE SCORE</u>
<u>STANDARD DEVIATION</u>	10.8	90	286.40
		75	279.46
		50 (MEDIAN)	271.97
<u>VARIANCE</u>	116.6	25	264.69
		10	257.84

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
255	967	6655	0.92	6.32	8
254	1315	5688	1.25	5.40	6
253	1073	4373	1.02	4.15	5
252	905	3300	0.86	3.13	3
251	516	2395	0.49	2.27	3
250	590	1879	0.56	1.78	2
249	447	1289	0.42	1.22	1
248	304	842	0.29	0.80	1
247	257	538	0.24	0.51	1
246	134	281	0.13	0.27	1
245	52	147	0.05	0.14	1
244	35	95	0.03	0.09	1
243	30	60	0.03	0.06	1
LESS THAN 243	30	30	0.03	0.03	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 43. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Reading

State***	Mean Score	2004 LEA Performance
	261.9	Quest Academy**
	259.3	Metrolina**
	253.7	Chapel Hill-Carrboro City
	253.5	Tiller School**
	253.0	Phoenix Academy**
	252.7	A Child's Garden**, Mountain Community**
	252.3	Brevard Academy**, Summit Charter**
	251.9	Currituck, Watauga
	251.3	F Delany New School**
	251.1	Camden
	250.9	Alleghany, Greensboro Academy**
	250.7	Cape Fear Center**, Dare, Transylvania, Union Academy**
	250.5	Buncombe, Polk
	250.3	Arapahoe Charter**, Franklin Academy**, Mitchell, New Hanover, Wake
	250.1	Mountain Discovery**
	250.0	Asheville City, Clay, Cleveland, Madison
	249.9	Avery, Carteret, Davie, Elkin City, Henderson
	249.7	Mooresville City, Orange
	249.5	Bethel Hill**, Cabarrus, Craven, Haywood, Pamlico, Queen's Grant**, Rowan Academy**, Shelby City
	249.3	Evergreen Community**, Moore, Union
	249.1	Chatham, Cherokee, Davidson, Lee, Newton-Conover City
	248.9	Caldwell, Johnston, Kings Mountain City, Lincoln, Person, Tyrrell, Whiteville City
	248.7	Gaston, Iredell-Statesville, Onslow, Sterling Montessori**, Surry
	248.5	Alexander, Ashe, Burke, Charlotte/Mecklenburg, Macon, Vance Charter**
	248.3	Jones, Wilkes
2004 State	248.1	Beaufort, Casa Esperanza, Caswell, Gates
	248.0	Catawba, Graham, Roanoke Rapids City, Stokes
2003 State	247.9	East Wake Academy**, Guilford, McDowell, Rowan-Salisbury, Rutherford, Stanly, Wilson, Winston-Salem/Forsyth, Yancey
	247.7	Clinton City, Mount Airy City, Woods Charter**
	247.5	Harnett, Jackson, Randolph, Wayne
	247.3	Clover Garden**, Franklin, Hyde, Pender, Research Triangle**, STARS**
2002 State	247.1	Brunswick, Cumberland, Edenton/Chowan, Hickory City, Perquimans
	247.0	Granville, River Mill Academy**
	246.9	Forsyth Academies**, Montgomery, Quality Education**, Yadkin
	246.7	Asheboro City, Lincoln Charter**, Nash-Rocky Mount, Orange Charter**, Rockingham
	246.5	Alamance-Burlington, Lenoir, Sampson
	246.3	ArtSpace Charter**, Halifax, Piedmont Community**, Pitt
2000,2001 State	246.1	Durham, Millennium**
	246.0	Kannapolis City
	245.9	C. G. Woodson**, Lexington City, Northampton, Scotland, Washington Montessori**
	245.7	Duplin, Elizabeth City/Pasquotank
	245.5	Columbus, Greene, Richmond
	245.3	Hoke, Swain, Vance
1998,1999 State	245.1	Robeson
	245.0	Bladen, Haliwa-Saponi Tribal**
	244.9	American Renaissance**, Arts Based Elementary**, Martin
	244.7	Edgecombe, S.B. Howard**
	244.3	Anson, Charter Day School**, New Dimensions**
	244.1	Warren
	244.0	Chatham Charter**
	243.9	Hertford
	243.7	Dillard Academy**, Success Institute**, The Learning Center**, Washington
	243.5	Thomasville City
1996,1997 State	243.1	
	242.7	Rocky Mount Prep Sch**
	242.5	Bertie
	242.3	Community Charter**, Hope Elementary**
1993,1994,1995 State	242.1	PreEminent**
	242.0	Maureen Joy**
	241.9	Guilford Charter**
	241.5	Children's Village Academy**, Weldon City
	240.7	SPARC Academy**
	240.5	Healthy Start**
	239.9	Torchlight Academy**
	239.7	Bridges**, Englemann School**, Sugar Creek**
	239.0	Omuteko Gwamaziima**
	237.1	Carter Community**
	235.7	East Winston Primary**
	*	Crossnore Academy**, Grandfather Academy**

Notes: Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

*** State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 44. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Mathematics

State***	Mean Score ¹	2004 LEA Performance
	263.7	Metrolina**
	263.5	Quest Academy**
	257.5	Chapel Hill-Carrboro City
	256.5	Brevard Academy**
	256.3	Watauga
	256.1	Phoenix Academy**
	255.5	A Child's Garden**, Currituck
	255.3	Madison, Polk, Shelby City, Wake
	255.1	Alleghany, Elkin City, New Hanover
	254.9	Cape Fear Center**, Carteret, F Delany New School**, Summit Charter**
	254.7	Asheville City, Camden, Dare, Greensboro Academy**, Lincoln, Mooresville City, Union Academy**, Union, Vance Charter**
	254.5	Buncombe, Cabarrus, Cherokee, Cleveland, Davidson, Davie, Henderson, Lee, Mountain Community**, Orange
	254.3	Clay, Johnston, Moore, Success Institute**, Tiller School**, Transylvania, Whiteville City
	254.1	Macon, Queen's Grant**
	254.0	Mitchell, Surry
	253.9	Ashe, Bethel Hill**, Charlotte/Mecklenburg, Chatham, Craven, Franklin Academy**, Gaston, Haywood, Mount Airy City, Randolph, Woods Charter**, Yancey
2004 State	253.7	Avery, Burke, Lincoln Charter**, Newton-Conover City
2003 State	253.5	Arapahoe Charter**, Jones, River Mill Academy**, Rowan Academy**, Stanly, Wilkes
	253.3	Caswell, Iredell-Statesville, Jackson, Kings Mountain City, Onslow, Person, Rutherford, Sterling Montessori**, Stokes, Winston-Salem/Forsyth, Yadkin
	253.1	Caldwell, Roanoke Rapids City, Wayne
	253.0	Alexander, Clover Garden**, Guilford, Pamlico
	252.9	Beaufort, Catawba, Hickory City, McDowell, Montgomery, Perquimans, Tyrrell
	252.7	Alamance-Burlington, Clinton City, Franklin, Harnett, Wilson
	252.5	Brunswick, East Wake Academy**, Gates, Kannapolis City, Nash-Rocky Mount, Sampson, Scotland
	252.3	Cumberland, Pitt
	252.1	Pender, Rockingham
	252.0	Asheboro City, Duplin, Durham, Lexington City, Millennium**, Rowan-Salisbury
2002 State	251.9	Columbus, Graham, Granville, Greene, Lenoir
	251.7	Edenton/Chowan, Elizabeth City/Pasquotank, Evergreen Community**, Piedmont Community**, Richmond, Vance
	251.5	Halifax, Orange Charter**, Robeson
	251.3	American Renaissance**, Bladen, Hyde, Martin, Northampton, Warren
	251.1	Edgecombe, Swain
	251.0	Hoke
2001 State	250.9	Charter Day School**, Research Triangle**
	250.7	Forsyth Academies**, STARS**
	250.5	Washington
2000 State	250.3	Anson, Hertford
	250.1	C.G. Woodson**
	250.0	Haliwa-Saponi Tribal**, Mountain Discovery**
	249.9	ArtSpace Charter**, Chatham Charter**
	249.7	Casa Esperanza
	249.5	Quality Education**, Washington Montessori**
	249.3	Arts Based Elementary**, Thomasville City
1997,1998,1999 State	249.1	The Learning Center**
	249.0	S.B. Howard**
	248.7	Dillard Academy**, Weldon City
	248.5	Bertie, Guilford Charter**
1995,1996 State	248.1	
	247.9	Bridges**
	247.7	Community Charter**, PreEminent**, Rocky Mount Prep Sch**
	247.5	Carter Community**
1993,1994 State	247.3	New Dimensions**
	247.1	Torchlight Academy**
	246.9	Englemann School**, Maureen Joy**
	246.1	Healthy Start**
	245.5	Hope Elementary**, Sugar Creek**
	245.3	SPARC Academy**
	244.7	Omuteko Gwamaziima**
	244.5	Children's Village Academy**
	239.9	East Winston Primary**
	*	Crossnore Academy**, Grandfather Academy**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 45. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Reading

State***	Mean Score ¹	2004 LEA Performance
	263.7	Quest Academy**
	261.9	Magellan**
	260.9	Metrolina**
	260.7	Mountain Community**
	258.5	Chapel Hill-Carrboro City
	257.9	Lincoln Charter**
	257.7	Greensboro Academy**, Woods Charter**
	256.9	Camden, Watauga
	256.3	Franklin Academy**
	256.0	Arapahoe Charter**
	255.9	Polk
	255.5	ArtSpace Charter**, Evergreen Community**
	255.0	Wake
	254.9	Elkin City, Tiller School**
	254.7	Buncombe, Carteret, Clover Garden**, Currituck, Summit Charter**
	254.5	Asheville City, Hyde, Phoenix Academy**
	254.3	Cape Fear Center**, Forsyth Academies**, Henderson, River Mill Academy**, Transylvania
	254.1	Millennium**, Pamlico, Tyrrell
	254.0	Community Charter**, New Hanover, Orange, Union
	253.9	Cherokee, F Delany New School**, Kings Mountain City
	253.7	C.G. Woodson**, Craven, Dare, Davidson, Mooresville City, Onslow, Yancey
	253.5	Arts Based Elementary**, Bethel Hill**, Davie, Lee, Queen's Grant**, Washington Montessori**
	253.3	Ann Atwater**, Ashe, Cabarrus
	253.1	Caldwell, Person
	253.0	Avery, Cleveland, Johnston, Jones, Mount Airy City
	252.9	Chatham, East Wake Academy**, Haywood, Macon, Madison, Surry, Vance Charter**, Wilson
	252.7	Charlotte/Mecklenburg, Moore, Sterling Montessori**
2003 State	252.5	Catawba, Gaston, Iredell-Statesville, Lincoln, Pender, Randolph, Wilkes
2004 State	252.3	Alleghany, Burke, Halifax, Swain
	252.1	Alexander, Caswell, McDowell, Piedmont Community**, Rutherford, Shelby City
	252.0	Guilford, Jackson
	251.9	Clinton City, Graham, Newton-Conover City, Orange Charter**, Perquimans, Rowan-Salisbury, The Learning Center**, Winston-Salem/Forsyth
	251.7	Alamance-Burlington, Mountain Discovery**, Stanly, Stokes
	251.5	Cumberland, Hickory City, Rockingham, Union Academy**, Yadkin
	251.3	Beaufort, Kannapolis City, Roanoke Rapids City, Whiteville City
	251.1	Harnett, Mitchell, Nash-Rocky Mount, Wayne
	251.0	Asheboro City, Brunswick, Lenoir
	250.9	American Renaissance**, Brevard Academy**, Granville, Sampson
	250.7	Clay, Duplin, Pitt, Scotland
	250.5	Franklin
2002 State	250.3	A Child's Garden**, Chatham Charter**, Durham, Edenton/Chowan
	250.1	Columbus, Greene
	250.0	Charter Day School**, Hope Elementary**
	249.9	Elizabeth City/Pasquotank, Vance
	249.7	Bertie, Bladen, Montgomery
	249.5	Edgecombe, Gates, Research Triangle**, Thomasville City, Warren
1999,2000,2001 State	249.3	Haliwa-Saponi Tribal**
	249.1	Martin
	248.9	Lexington City, Richmond
	248.7	Hoke, Robeson
	248.5	Northampton, S.B. Howard**
1996,1998 State	248.3	Quality Education**
	248.1	
	248.0	Bridges**, Hertford, Torchlight Academy**, Washington
	247.9	Rocky Mount Prep Sch**
1994,1995,1997 State	247.3	Anson, Children's Village Academy**, New Dimensions**, Sugar Creek**
	247.1	
1993 State	246.3	Grandfather Academy**
	246.1	
	245.9	Maureen Joy**, PreEminent**, SPARC Academy**
	245.5	STARS**
	245.3	Success Institute**
	245.0	Weldon City
	244.7	Guilford Charter**
	244.5	Omuteko Gwamaziima**
	244.0	Healthy Start**
	243.5	Englemann School**
	243.3	Carter Community**
	243.0	East Winston Primary**
	239.9	Rowan Academy**
	*	Casa Esperanza, Crossnore Academy**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

**Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 46. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Mathematics**

State***	Mean Score ¹	2004 LEA Performance
2004 State 2003 State	271.9	Quest Academy**
	268.1	Metrolina**
	266.9	Magellan**
	266.1	Mountain Community**
	264.3	Lincoln Charter**
	264.1	Chapel Hill-Carrboro City
	263.9	Polk
	263.1	Camden
	263.0	Watauga
	262.7	Woods Charter**
	262.3	Mount Airy City
	262.0	Vance Charter**
	261.9	Franklin Academy**
	261.7	Elkin City, Jones, Wake
	261.5	Cherokee, Millennium**
	261.3	Asheville City, Henderson, Kings Mountain City, Union
	261.1	Carteret, Currituck, New Hanover
	261.0	Orange Charter**
	260.9	Arapahoe Charter**, Lee
	260.7	Buncombe, Orange, Surry, Swain
	260.5	Avery, Cape Fear Center**, Clover Garden**, Dare, Yancey
	260.3	Cabarrus, Cleveland, Lincoln, Macon, Madison
	260.1	C. G. Woodson**, Davidson, Onslow, Transylvania
	260.0	Alleghany, Johnston, Randolph
	259.9	Catawba, Craven, Davie, Haywood, Pamlico, Stanly
	259.7	Alamance-Burlington, Ashe, Bethel Hill**, Caldwell, Charlotte/Mecklenburg, Greensboro Academy**, Summit Charter**
	259.5	Caswell, Gaston, Hickory City, Hyde, Mooresville City, Tyrrell
	259.3	Burke, Moore, Rutherford, Wilkes
	259.1	Person, Phoenix Academy**
	259.0	Evergreen Community**, Halifax
	258.9	F Delany New School**, Guilford, Pender, Winston-Salem/Forsyth
	258.7	Chatham, Iredell-Statesville, Mountain Discovery**, Nash-Rocky Mount, Newton-Conover City, Tiller School**, Yadkin
	258.5	Alexander, Arts Based Elementary**, Duplin
	258.3	ArtSpace Charter**, McDowell, Queen's Grant**, Scotland, Wilson
	258.1	A Child's Garden**, Asheboro City, Graham, Jackson, Kannapolis City, Lenoir, Perquimans, Rockingham, Sampson
	258.0	Beaufort, Stokes, Washington Montessori**
	257.9	Brunswick, Chatham Charter**, Clay, Clinton City, Forsyth Academies**, Harnett, Vance
	257.7	Bertie, Cumberland, Mitchell, Pitt
	257.5	Brevard Academy**, Bridges**, Granville, Greene, Shelby City, Wayne
	257.3	Charter Day School**, Elizabeth City/Pasquotank, Rowan-Salisbury
	257.0	Columbus, Durham, Edgecombe, Union Academy**
	256.9	East Wake Academy**, Edenton/Chowan, Franklin, Haliwa-Saponi Tribal**, Roanoke Rapids City, Warren
	256.7	Martin, Montgomery
	256.5	Bladen, Gates, Lexington City, Thomasville City
	256.3	Community Charter**, The Learning Center**
	256.1	Hoke, River Mill Academy**
	255.9	Quality Education**, Richmond, Robeson, Whiteville City
	255.7	American Renaissance**, Piedmont Community**, Rocky Mount Prep Sch**, S.B. Howard**
	255.5	Hope Elementary**, Sterling Montessori**
	255.3	Ann Atwater**
	255.1	Children's Village Academy**
	254.9	Northampton
1998,1999 State	254.3	Washington
	254.1	
	254.0	Anson, Weldon City
	253.9	Hertford, New Dimensions**, Sugar Creek**
1997 State	253.5	Research Triangle**
	253.1	
	252.5	PreEminent**
1996 State	252.3	Guilford Charter**
	252.1	
	251.9	Grandfather Academy**, Success Institute**
1995 State	251.1	
	250.7	Carter Community**, STARS**
	250.5	Healthy Start**, Maureen Joy**
	250.3	SPARC Academy**
1994 State	250.1	
	250.0	Omuteko Gwamaziima**
	249.3	Englemann School**
1993 State	249.1	
	249	Torchlight Academy**
	247.7	East Winston Primary**
	246.5	Rowan Academy**
	*	Casa Esperanza, Crossnore Academy**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

**Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 47. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Reading

State***	Mean Score ¹	2004 LEA Performance
	266.0	Quest Academy**
	...	
	265.3	Metrolina**
	...	
	263.5	Magellan**
	...	
	262.3	Lake Norman**
	...	
	261.7	Chapel Hill-Carrboro City
	...	
	261.1	Mountain Community**, Summit Charter**
	260.9	Watauga
	260.7	F Delany New School**
	...	
	260.1	River Mill Academy**
	259.9	ArtSpace Charter**, Camden, Evergreen Community**
	259.7	Millennium**, Transylvania
	259.5	Currituck, Sterling Montessori**, Wake
	259.3	Buncombe, Franklin Academy**, Greensboro Academy**
	259.1	Clay, Davie
	259.0	Lincoln Charter**
	258.9	Carteret, Dare, Downtown Middle**, Henderson, Polk, Queen's Grant**, Woods Charter**
	258.7	Caldwell, Mount Airy City, Rowan Academy**
	258.5	American Renaissance**, Arapahoe Charter**, Elkin City, Piedmont Community**
	258.3	Asheville City, Charter Day School**, Chatham, Orange, Union
	258.1	Craven, Jones, Union Academy**, Yancey
	258.0	Alleghany, Clover Garden**, Lee, New Hanover, Vance Charter**
	257.9	Cabarrus, Cleveland, Davidson, Hyde, Mitchell, Mooresville City, Onslow, Wilkes
	257.7	Haywood, Kings Mountain City, Lincoln, Macon, Moore, Person, Surry
	257.5	Ashe, C.G. Woodson**, Graham, Iredell-Statesville, Johnston, Newton-Conover City, Roanoke Rapids City, Swain, The Learning Center**
	257.3	Cherokee, Gaston, McDowell, Stokes, Washington Montessori**
	257.1	Avery, Charlotte/Mecklenburg, Madison, Wilson
2004 State	257.0	Rowan-Salisbury
2003 State	256.9	Alamance-Burlington, Alexander, Burke, Catawba, Jackson, Pender, Randolph, Winston-Salem/Forsyth
	256.7	Guilford, Perquimans, Phoenix Academy**, Yadkin
	256.5	Hickory City, Orange Charter**, Pamlico, Rutherford, Stanly
	256.3	Chatham Charter**, Cumberland
	256.1	Asheboro City, Caswell, Gates, Shelby City, Tyrrell
	256.0	Gaston College Prep**, Omuteko Gwamaziima**, Research Triangle**
	255.9	Clinton City, Duplin, Haliwa-Saponi Tribal**, Harnett, Whiteville City
	255.7	Brunswick, Cape Fear Center**, Durham, Elizabeth City/Pasquotank, Pitt, Rockingham, Wayne
	255.5	Beaufort, Kannapolis City, Lenoir, Nash-Rocky Mount, Sampson, Scotland
	255.3	East Wake Academy**, Forsyth Academies**
2002 State	255.1	
	255.0	Granville, Tiller School**
	254.9	Edenton/Chowan, Franklin, Martin, Montgomery
	...	
	254.5	A Child's Garden**, Greene, Hoke
	254.3	Halifax, Vance
2001 State	254.1	Bertie, Bethel Hill**, Bladen, Columbus, Warren
	254.0	Maureen Joy**
	253.9	S.B. Howard**
	253.7	Richmond, Rocky Mount Prep Sch**
	253.5	Brevard Academy**, Community Charter**, Edgecombe, Lexington City
	253.3	Quality Education**, Robeson
2000 State	253.1	
	253.0	Anson
	252.9	Hertford, Thomasville City
	252.7	Northampton
	252.5	Bridges**, PreEminent**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 47. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Reading (continued)**

State***	Mean Score ¹	2004 LEA Performance
1998,1999 State	252.1	
	252.0	Guilford Charter**
	251.9	Children's Village Academy**
	251.7	Success Institute**
1997 State	...	
	251.3	Washington
	251.1	
	251.0	Ann Atwater**
	250.9	Hope Elementary**, Sugar Creek**, Torchlight Academy**
	250.7	STARS**
1993,1994,1995,1996 State	...	
	250.1	
	...	
	249.5	Englemann School**, Healthy Start**
	...	
	248.7	Weldon City
	248.5	Carter Community**, Grandfather Academy**
	...	
	247.0	SPARC Academy**
	...	
	244.9	East Winston Primary**
	*	Casa Esperanza, Crossnore Academy**, Mountain Discovery**, New Dimensions**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 48. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Mathematics

State***	Mean Score ¹	2004 LEA Performance
	273.9	Quest Academy**
	271.7	Metrolina**
	271.3	Magellan**
	269.5	Lake Norman**
	269.0	Chapel Hill-Carrboro City
	267.3	Camden
	267.1	Summit Charter**
	266.3	Watauga
	266.0	Wake
	265.9	Elkin City, Franklin Academy**, Millennium**
	265.3	Mount Airy City
	265.0	Polk
	264.9	Buncombe, Piedmont Community**, Transylvania
	264.7	F Delany New School**, Henderson, Lincoln, River Mill Academy**, Union
	264.5	Carteret, Davie, Kings Mountain City, Surry, Vance Charter**
	264.3	Currituck, Dare, New Hanover, Orange
	264.1	Yancey
	264.0	Cabarrus, Chatham
	263.9	Ashe, Asheville City, Caldwell, Clay, Davidson, Lee, Randolph, Wilkes, Woods Charter**
	263.7	Alamance-Burlington, Cleveland, Downtown Middle**, Jones, Macon
	263.5	American Renaissance**, Charlotte/Mecklenburg, Craven, Mountain Community**
	263.3	ArtSpace Charter**, Hyde, Roanoke Rapids City
	263.1	Moore, Perquimans
	263.0	Johnston, Onslow, Yadkin
	262.9	Avery, Burke, Catawba, Chatham Charter**, Gaston, Graham, Guilford, Haywood, Hickory City, Madison, Mooresville City, Orange Charter**, Person, Washington Montessori**
2004 State	262.7	Greensboro Academy**, Iredell-Statesville, Lincoln Charter**, Winston-Salem/Forsyth
2003 State	262.5	Cherokee, Clover Garden**, Queen's Grant**, Sterling Montessori**
	262.3	Rutherford, Stokes
	262.1	C. G. Woodson**
	262.0	Caswell, Charter Day School**
	261.9	Alleghany, Arapahoe Charter**, McDowell, Pender, Wilson
	261.7	Duplin, Durham, Kannapolis City, Mitchell, Newton-Conover City, Stanly, Swain
	261.5	Asheboro City, Cumberland, Elizabeth City/Pasquotank, Warren
	261.3	Clinton City, Jackson, Lenoir, Phoenix Academy**, Rockingham
2002 State	261.1	Beaufort, Cape Fear Center**, Shelby City
	260.9	Nash-Rocky Mount, Pitt, Wayne
	260.7	Alexander, Gates, Hamett, Rowan-Salisbury, Sampson, Vance
	260.5	Evergreen Community**, Halifax, Montgomery, Scotland
2001 State	260.3	Brunswick, Gaston College Prep**, Pamlico, Tyrrell, Union Academy**
	260.1	Rowan Academy**
	259.9	Forsyth Academies**, Granville
	259.7	Lexington City
	259.5	Edgecombe, Martin, Tiller School**
1999,2000 State	259.3	Anson, Franklin, Haliwa-Saponi Tribal**, Hoke, Whiteville City
	259.1	Bertie
	258.9	Bladen, Columbus, Thomasville City
	258.7	Greene, Research Triangle**
	258.5	Richmond
	258.3	Robeson
	258.1	S.B. Howard**
	258.0	Bethel Hill**
	257.9	Edenton/Chowan, Hertford, Omuteko Gwamazima**, Rocky Mount Prep Sch**
	257.7	Bridges**
	257.5	Brevard Academy**, Crossnore Academy**
	257.3	East Wake Academy**, Quality Education**
	257.0	Hope Elementary**
	256.9	Northampton, STARS**
	256.7	The Learning Center**, Washington
1998 State	256.1	
	255.9	A Child's Garden**
	255.7	Maureen Joy**, Sugar Creek**
	255.5	Guilford Charter**, Torchlight Academy**
1997 State	255.1	
	254.9	Healthy Start**, PreEminent**
	254.7	Ann Atwater**, Children's Village Academy**
	254.5	Weldon City
1996 State	254.3	Success Institute**
	254.1	
	253.5	Carter Community**
1995 State	253.1	
	252.7	East Winston Primary**
	252.5	Community Charter**
	252.3	SPARC Academy**
1994 State	252.1	
	251.9	Grandfather Academy**
1993 State	251.1	
	249.9	Englemann School**
	.	Casa Esperanza, Mountain Discovery**, New Dimensions**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-00 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 49. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Reading

State***	Mean Score ¹	2004 LEA Performance
	271.5	Quest Academy**
	...	
	270.3	Metrolina**
	...	
	268.0	Magellan**
	...	
	267.0	Exploris**
	...	
	265.5	Summit Charter**
	...	
	264.5	Mountain Community**, Watauga
	...	
	263.7	Chapel Hill-Carrboro City, Lake Norman**
	...	
	263.3	F Delany New School**
	...	
	262.9	Greensboro Academy**, Polk, Woods Charter**
	...	
	262.0	Camden, Lincoln Charter**
	261.9	Transylvania, Vance Charter**
	261.7	Currituck, Tiller School**
	261.5	ArtSpace Charter**, Ashe, Carteret, Mount Airy City, River Mill Academy**
	261.3	Davie, Evergreen Community**, Phoenix Academy**, Wake
	261.1	Dare, Thomas Jefferson**
	261.0	Buncombe
	260.9	Elkin City, Queen's Grant**
	260.7	Brevard Academy**, Cape Fear Center**, Cherokee, Graham, Orange Charter**, Sterling Montessori**
	260.5	Cabarrus, Franklin Academy**, Henderson, New Hanover, Union
	260.3	Bethany Community**, McDowell, Moore, Yadkin, Yancey
	260.1	Mooresville City
	260.0	Davidson, Kings Mountain City, Macon, Madison, Stanly, Surry
	259.9	Alleghany, Asheville City, Avery, Caldwell, Onslow
	259.7	Catawba, Craven, Haywood, Mitchell
	259.5	Arapahoe Charter**, Piedmont Community**
	259.3	Burke, Chatham, Hickory City, Orange, Tyrrell
	259.1	Stokes
	259.0	American Ren. Middle**, Asheboro City, Iredell-Statesville, Johnston, Person, Union Academy**, Washington Montessori**, Wilkes
2004 State	258.9	Guilford, Pamlico
2003 State	258.7	Ann Arwater**, Edenton/Chowan, Harnett, Randolph
	258.5	Alexander, Bethel Hill**, Cleveland, Cumberland, Gaston, Jackson, Jones, Lincoln, Academy of Moore County**
		Newton-Conover City
	258.3	Clay, Gaston College Prep**, Granville, Kestrel Heights**, Pender, Rowan-Salisbury, Swain
2002 State	258.1	Clinton City, Downtown Middle**, Rutherford, Sampson
	258.0	Charlotte/Mecklenburg, Pitt, Wilson
	257.9	Beaufort, Brunswick, Chatham Charter**, Forsyth Academies**, Lee, Lenoir, Mountain Discovery**, Roanoke Rapids City, Rocky Mount Prep Sch**, Winston-Salem/Forsyth
	257.7	Elizabeth City/Pasquotank, Martin, Rockingham, Whiteville City
	257.5	Alamance-Burlington, Caswell, Shelby City
	257.3	Perquimans, S.B. Howard**
1999,2001 State	257.1	Franklin
	256.9	Duplin, Gates, Scotland, Wayne
	256.7	Durham, East Wake Academy**, Kannapolis City
	256.5	Columbus, Hoke, Nash-Rocky Mount
	256.3	Guilford Charter**, Halifax, Quality Education**
1997,1998,2000 State	256.1	Bladen
	256.0	Research Triangle**, Thomasville City
	255.9	C.G. Woodson**, Lexington City, Richmond
	255.7	Clover Garden**, Greene, Vance
	255.5	Anson, Montgomery, Northampton
	255.3	Robeson
1995,1996 State	255.1	
	254.9	Hyde, Warren
	254.7	Edgecombe, PreEminent**
	254.5	Bertie, Imani Institute**
	...	
1993,1994 State	254.1	
	254.0	Alpha Academy**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using the results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 49. 2003-04 End-of-Grade Multiple-Choice Test Result
Grade 6 Mean Scale Score by LEA - Reading (continued)**

State***	Mean Score ¹	2004 LEA Performance
	253.9	Omuteko Gwamaziima**
	253.7	Haliwa-Saponi Tribal**
	...	
	253.3	Success Institute**
	...	
	252.9	Hertford, Washington
	252.7	Bridges**, Healthy Start**, Maureen Joy**, Weldon City
	252.5	Carter Community**, Sugar Creek**
	...	
	252.0	SPARC Academy**
	...	
	250.7	CIS Academy**
	...	
	249.9	Children's Village Academy**
	*	Crossnore Academy**, East Winston Primary**, Grandfather Academy**, Kennedy Charter**, Lakeside School**, Provisions Academy**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using the results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 50. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Mathematics

State***	Mean Score ¹	2004 LEA Performance
	282.7	Quest Academy**
	279.9	Metrolina**
	278.3	Magellan**
	273.9	Exploris**
	272.1	Polk
	271.5	Chapel Hill-Carrboro City, Kings Mountain City
	271.3	Greensboro Academy**
	270.9	Lake Norman**, Phoenix Academy**, Watauga
	270.7	F Delany New School**
	270.3	Ashe, Mountain Community**
	269.7	Transylvania
	269.5	Bethany Community**, Mount Airy City
	269.3	Camden, Davie
	269.1	Elkin City
	268.9	Buncombe
	268.7	Avery, Henderson, Surry, Union
	268.5	Vance Charter**, Wake, Woods Charter**
	268.1	Cabarrus
	268.0	Currituck, Dare, Summit Charter**
	267.9	Gaston College Prep**, Lincoln Charter**
	267.7	Moore, Mooresville City
	267.5	Franklin Academy**, Graham, McDowell, New Hanover, Orange Charter**, Stanly, Thomas Jefferson**
	267.3	Cape Fear Center**, Lincoln, Tyrrell
	267.1	Haywood, Yancey
	267.0	Carteret, Catawba, Davidson
	266.9	Cherokee, Onslow, Orange, Queen's Grant**, Yadkin
	266.7	Asheboro City, Burke, Charlotte/Mecklenburg, Johnston, Kestrel Heights**, Whiteville City, Wilkes
	266.5	Caldwell, Lenoir, Madison, Stokes
	266.3	Alamance-Burlington, Cleveland, Newton-Conover City, Pender, Person
2004 State	266.1	Chatham, Guilford, Macon, Randolph
2003 State	266.0	Craven, Hickory City, Martin
	265.9	Asheville City, Caswell, Gaston, Iredell-Statesville, Lee
	265.7	Evergreen Community**, Jackson, Pamlico
	265.5	Arapahoe Charter**, C.G. Woodson**, Jones, Swain, Tiller School**
	265.3	Alleghany, Harnett, Pitt, Winston-Salem/Forsyth
	265.1	Clinton City
	265.0	Forsyth Academies**, Perquimans
	264.9	East Wake Academy**, River Mill Academy**, Scotland, Wilson
2002 State	264.7	Edenton/Chowan, Roanoke Rapids City, Shelby City
	264.5	Alexander, Brunswick, Mitchell, Piedmont Community**, Rutherford, Sterling Montessori**
	264.3	Beaufort, Bethel Hill**, Clay, Cumberland, Rockingham
	264.1	Nash-Rocky Mount, Rowan-Salisbury
	264.0	ArtSpace Charter**, Elizabeth City/Pasquotank, Rocky Mount Prep Sch**, Sampson
	263.9	Granville, Kannapolis City
	263.7	Brevard Academy**, Chatham Charter**, Washington Montessori**, Wayne
2001 State	263.5	Lexington City, Mountain Discovery**
	263.3	Gates, Research Triangle**, Richmond
	263.1	Duplin
	263.0	Columbus, Downtown Middle**, Guilford Charter**, Hyde
	262.9	Bertie, CIS Academy**, Durham
	262.7	Bladen
	262.5	Edgecombe, Hoke, Academy of Moore County**, Union Academy**
1999,2000 State	262.3	Clover Garden**, Franklin, Greene, Halifax, Warren
	262.1	Montgomery
	261.9	Robeson, Thomasville City
	261.5	S.B. Howard**, Vance
1998 State	261.3	Northampton, PreEminent**
	261.1	Ann Atwater**
	261.0	Anson
	260.9	American Ren. Middle**
	260.7	Success Institute**
	260.0	Haliwa-Saponi Tribal**
	259.7	Imani Institute**
	259.5	Washington
1997 State	259.3	Hertford
	259.1	
	259.0	Carter Community**
	258.9	Quality Education**
	258.5	Bridges**
1996 State	258.1	
	258.0	Alpha Academy**
	257.9	Children's Village Academy**
	257.7	Weldon City
	257.5	SPARC Academy**, Sugar Creek**
1994,1995 State	257.1	
	256.9	Omuteko Gwamazima**
1993 State	256.1	
	255.3	Healthy Start**
	254.9	Maureen Joy**
	*	Crossnore Academy**, East Winston Primary**, Grandfather Academy**, Kennedy Charter**, Lakeside School**, Provisions Academy**

Notes: ¹ Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 51. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Reading

State***	Mean Score ¹	2004 LEA Performance
2003, 2004 State	271.9	Magellan**
	...	
	271.5	Metrolina**
	...	
	269.1	Quest Academy**
	268.9	Exploris**
	...	
	267.5	Mountain Discovery**
	...	
	267.0	Franklin Academy**, Lake Norman**
	266.9	Woods Charter**
	...	
	266.5	Chapel Hill-Carrboro City, Watauga
	...	
	265.9	Evergreen Community**, Gaston College Prep**
	265.7	River Mill Academy**
	265.5	Mountain Community**
	...	
	265.0	Thomas Jefferson**
	264.9	Ashe
	264.7	Elkin City, Sterling Montessori**, Transylvania
	264.5	Brevard Academy**, Dare, F Delany New School**
	264.3	Mount Airy City, Polk
	264.1	Clay
	264.0	Alleghany, Camden, Henderson
	263.9	Yancey
	263.7	Carteret, Clover Garden**, Wake
	263.5	Arapahoe Charter**, Buncombe, Currituck, Union Academy**
	263.3	Cherokee, Greensboro Academy**
	263.1	Cape Fear Center**, Moore, Union
	262.9	Cabarrus, Mooresville City, Summit Charter**
	262.7	Caldwell, Davidson, East Wake Acad.**, Graham, Kings Mountain City, Mitchell, New Hanover, Onslow, Pamlico
	262.5	Chatham, Haywood, Macon
	262.3	Catawba, Craven, Iredell-Statesville, Orange, Surry, Vance Charter**
	262.1	Lincoln Charter**, Stanly, Wilkes
	262.0	Davie
	261.9	Avery, Burke, Johnston, Orange Charter**
	261.7	Alexander, ArtSpace Charter**, Hickory City
	261.5	Asheville City, Rockingham, Swain, Yadkin
	261.3	Cleveland, McDowell, Newton-Conover City, Pender, Roanoke Rapids City, Shelby City, Wilson
	261.1	Guilford, Lincoln, Stokes
	261.0	Asheboro City
	260.9	C.G. Woodson**, Clinton City, Cumberland, Jackson, Lee, Rutherford
	260.7	Downtown Middle**, Edenton/Chowan, Gaston, Harnett, Lenoir, Pitt, Rowan-Salisbury, W-Salem/Forsyth
	260.5	Alamance-Burlington, Bridges**, Person, Randolph, Sampson
	260.3	Charlotte/Mecklenburg, Elizabeth City/Pasquotank, Granville, Wayne
	260.1	Brunswick, Madison, Nash-Rocky Mount
	260.0	Caswell
	259.9	American Ren. Middle**, Duplin, Piedmont Community**, Scotland, Whiteville City
	259.7	Beaufort, Durham, Hyde, Academy of Moore County**, Martin, Perquimans

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 51. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Reading (continued)**

State***	Mean Score ¹	2004 LEA Performance
1999, 2000, 2001, 2002 State	259.5	Bladen, Kannapolis City
	259.3	Forsyth Academies**, Franklin, Jones
	...	
	259.0	Gates
	258.9	Bethany Community**, Guilford Charter**, Richmond, Tyrrell
	258.7	Columbus, Grandfather Academy**, Hoke
	258.5	Chatham Charter**, Montgomery, Rocky Mount Prep Sch**
	258.3	Greene, S.B. Howard**
	258.1	Thomasville City, Warren
	258.0	Lexington City, Research Triangle**
	257.9	Edgecombe, Robeson
	257.7	Provisions Academy**, Quality Education**
	257.5	Bertie
1998 State	...	
	257.1	Lakeside School**
	...	
	256.7	Hertford, Kestrel Heights**, Vance
1995, 1996, 1997 State	256.5	Northampton
	256.3	Halifax
	256.1	Anson
	256.0	Imani Institute**, SPARC Academy**
	...	
1993, 1994 State	255.7	Carter Community**
	...	
	255.3	Ann Atwater**, Haliwa-Saponi Tribal**
	255.1	
	254.9	Alpha Academy**, Washington
	254.7	Crossnore Academy**, Sugar Creek**, Weldon City
	...	
	252.5	CIS Academy**
	252.3	Success Institute**
	...	
	251.9	Omuteko Gwamaziima**
	...	
	245.7	Kennedy Charter**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 52. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Mathematics

State***	Mean Score ¹	2004 LEA Performance
	289.1	Quest Academy**
	285.9	Magellan**
	281.1	Metrolina**
	277.0	Exploris**
	276.5	Lake Norman**
	276.1	Chapel Hill-Carrboro City
	275.7	Gaston College Prep**
	275.5	Franklin Academy**
	275.0	Elkin City
	274.7	F Delany New School**
	274.3	Mountain Discovery**
	273.9	Transylvania
	273.5	Watauga, Woods Charter**
	273.3	Ashe, Graham
	272.7	Greensboro Academy**, Henderson, Mount Airy City, Polk
	272.5	Kings Mountain City
	272.3	Buncombe, Dare
	271.9	Orange Charter**
	271.7	Wake
	271.3	Mooresville City
	271.1	Union
	271.0	Surry
	270.9	Lincoln, Moore
	270.7	Haywood, Lincoln Charter**
	270.5	Cleveland, Mountain Community**, New Hanover, Wilkes, Yancey
	270.3	Alleghany, Cherokee, Stanly
	270.1	Evergreen Community**, Thomas Jefferson**
	270.0	Iredell-Statesville, Orange
	269.9	Burke, C.G. Woodson**, Cabarrus, Camden, Carteret, Clay, Davie, River Mill Academy**
	269.7	Arapahoe Charter**, Currituck
	269.5	Caldwell, Johnston, Onslow
	269.3	Catawba, Summit Charter**
	269.1	Alamance-Burlington, Union Academy**
	269.0	Chatham, Davidson
2004 State	268.9	Avery, Charlotte/Mecklenburg, Hickory City, Martin, Sterling Montessori**, Yadkin
	268.7	Rutherford
	268.5	Lee, Lenoir, Newton-Conover City, Scotland, Wilson
2003 State	268.3	Guilford, Jackson, Pamlico, Pitt, Randolph, Shelby City
2002 State	268.1	
	268.0	Asheboro City, Craven, Macon, Stokes, Winston-Salem/Forsyth
	267.9	Gaston, Hyde, Roanoke Rapids City, Rockingham
	267.7	Asheville City, Brevard Academy**
	267.5	Pender, Rowan-Salisbury
	267.3	McDowell
2001 State	267.1	Clover Garden**
	267.0	Mitchell, Person
	266.9	Clinton City, Harnett, Nash-Rocky Mount
	266.7	Alexander, Beaufort, Cumberland, Madison, Sampson
	266.5	ArtSpace Charter**, Downtown Middle**, Edenton/Chowan, Wayne
	266.3	Brunswick, Kannapolis City, Whiteville City

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix

***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 52. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Mathematics (continued)

State***	Mean Score ¹	2004 LEA Performance
1999,2000 State	266.1	Duplin
	266.0	S.B. Howard**, Vance Charter**
	265.9	Granville, Perquimans, Richmond, Rocky Mount Prep Sch**
	265.7	Franklin, Tyrrell
	265.5	Caswell, Durham, Gates, Jones, Swain
	265.3	Columbus
	...	
	265.0	Bertie, Bladen, Elizabeth City/Pasquotank
	264.9	Edgecombe, Forsyth Academies**, Montgomery, Robeson
	264.7	Bethany Community**, Cape Fear Center**, East Wake Academy**
	264.5	Lexington City, Piedmont Community**
	...	
	264.1	
	264.0	Academy of Moore County**
	263.9	Hoke
1998 State	263.7	Greene, Warren
	...	
	263.3	Anson, Halifax
	...	
	263.0	Alpha Academy**
	262.9	American Ren. Middle**, Thomasville City, Vance
	262.7	Northampton
	262.5	Chatham Charter**, Hertford
	262.3	Guilford Charter**, Research Triangle**
	262.1	Quality Education**
1997 State	262.0	Kestrel Heights**
	...	
	261.7	Weldon City
	261.5	Success Institute**, Washington
	...	
1995,1996 State	261.1	
	...	
	260.1	CIS Academy**
	260.0	Ann Atwater**, Lakeside School**
1993,1994 State	259.9	SPARC Academy**
	...	
	259.3	Imani Institute**, Provisions Academy**
	259.1	Bridges**
	...	
	258.3	Carter Community**
	...	
	257.9	Grandfather Academy**, Haliwa-Saponi Tribal**
	257.7	Sugar Creek**
	257.5	Omuteko Gwamaziima**
	257.3	Crossnore Academy**
	...	
	253.5	Kennedy Charter**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix

***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 53. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Reading

State***	Mean Score ¹	2004 LEA Performance
	277.9	Metrolina**
	...	
	273.7	Magellan**
	...	
	273.0	Quest Academy**
	...	
	271.7	Exploris**
	...	
	271.3	Woods Charter**
	...	
	269.9	Lake Norman**
	269.7	Chapel Hill-Carrboro City
	269.5	Watauga
	...	
	268.5	Greensboro Academy**, Mountain Community**
	...	
	267.9	Ashe, Dare, Evergreen Community**, Sterling Montessori**
	267.7	F Delany New School**
	267.5	Orange Charter**
	...	
	267.1	Summit Charter**
	267.0	Franklin Academy**, Henderson, Polk
	266.9	Mount Airy City, Yancey
	...	
	266.5	Carteret, Cherokee, Davie
	266.3	Lincoln Charter**, River Mill Academy**, Transylvania, Wake
	...	
	266.0	Buncombe, Thomas Jefferson**
	265.9	Alleghany, Arapahoe Charter**, Cabarrus, Chatham, Currituck
	265.7	Cape Fear Center**, Mitchell, Moore, Union
	265.5	American Ren. Middle**, Caldwell, Elkin City, Macon
	265.3	Asheville City, Catawba, Downtown Middle**, Graham, Newton-Conover City
	265.1	Bethany Community**, Clay, Iredell-Statesville, Pamlico
	265.0	East Wake Academy**, Hickory City, Jackson, Johnston, Piedmont Community**, Stanly
	264.9	Brevard Academy**, Camden, Craven, New Hanover, Onslow, Surry, Swain, Wilkes, Yadkin
	264.7	Davidson, Haywood, Mooresville City, Orange, Pender, Person, Stokes
	264.5	Avery, Kings Mountain City, McDowell, Rowan-Salisbury
	264.3	Burke, Grandfather Academy**, Guilford
2004 State	264.1	Cleveland, Tyrrell
	264.0	Shelby City
2003 State	263.9	Beaufort, Lincoln, Academy of Moore County**, Randolph
	263.7	Charlotte/Mecklenburg, Harnett, Hyde, Rockingham
	263.5	Alexander, Cumberland, Winston-Salem/Forsyth
	263.3	Brunswick, Clinton City, Edenton/Chowan, Forsyth Academies**, Rutherford, Wayne
2000, 2001, 2002 State	263.1	Alamance-Burlington, Granville, Lenoir, Pitt, Wilson
	262.9	Asheboro City, Caswell, Clover Garden**, Gaston, Lee, Richmond, Vance Charter**
	262.7	Elizabeth City/Pasquotank, Madison, Nash-Rocky Mount, Roanoke Rapids City, Scotland
	262.5	Haliwa-Saponi Tribal**, Quality Education**, Research Triangle**
	262.3	Perquimans
	262.1	Durham, Whiteville City
	262.0	Duplin, Franklin
	261.9	Gates, Greene, Martin
	261.7	Jones, Montgomery, Sampson

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 53. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Reading (continued)

State***	Mean Score ¹	2004 LEA Performance
1998,1999 State	261.5	Columbus, Rocky Mount Prep Sch**, Thomasville City
	261.3	Bridges**, C.G. Woodson**, Kannapolis City
	261.1	
	261.0	Robeson
	260.9	Bladen, Edgecombe, Omuteko Gwamaziima**
	260.7	Hoke, Lexington City
1997 State	260.5	CIS Academy**, Guilford Charter**
	260.3	Northampton, Warren
	260.1	Halifax
	260.0	Bertie, Washington
	259.9	Anson
	259.7	Chatham Charter**, Weldon City
1994,1995, 1996 State	259.5	Kestrel Heights**
	...	
	259.1	
	258.9	Alpha Academy**
	258.7	Hertford, S.B. Howard**
	...	
1993 State	258.3	Vance
	258.1	
	258.0	Sugar Creek**
	...	
	256.7	Lakeside School**
	...	
	256.0	Laurinburg Homework**
	255.9	Imani Institute**
	...	
	255.5	SPARC Academy**
	255.3	Ann Atwater**, Kennedy Charter**
	...	
	254.3	Carter Community**
	...	
	253.3	Provisions Academy**
	*	Crossnore Academy**, Success Institute**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2002 have been converted to the 2002-03 scale for reading using results from the 2002-03 equating study.

The end-of-grade reading scale score range is 216 to 290 and this range is used to calculate all end-of-grade reading data beginning in 2002-03.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 54. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Mathematics**

State***	Mean Score ¹	2004 LEA Performance
	289.3	Metrolina**
	...	
	287.3	Magellan**
	...	
	284.7	Quest Academy**
	...	
	279.5	Exploris**, Lake Norman**
	...	
	278.9	Ashe
	278.7	Chapel Hill-Carrboro City
	...	
	277.9	F Delany New School**
	277.7	Watauga
	...	
	277.1	Transylvania
	276.9	Mountain Community**
	...	
	276.3	Henderson, Polk
	...	
	276.0	Surry, Woods Charter**
	275.9	Dare, Davie, Greensboro Academy**, Newton-Conover City
	275.7	Mount Airy City
	275.5	Wilkes, Yancey
	...	
	275.1	Buncombe
	274.9	Catawba, Moore, Mooresville City
	274.7	Elkin City, Haywood, Iredell-Statesville, Kings Mountain City
	274.5	Cherokee, Lincoln, Union, Wake
	274.3	Chatham
	274.1	Johnston
	274.0	C.G. Woodson**, Stanly
	273.9	Cabarrus, Clay, Currituck, Evergreen Community**, Franklin Academy**
	273.7	Cleveland
	273.5	Alleghany, Arapahoe Charter**, Carteret, Hyde, New Hanover, Pamlico
	273.3	Pender
	273.1	Hickory City, Onslow
	273.0	Person
	272.9	Beaufort, Bethany Community**, Caldwell, Orange Charter**
	272.7	Asheville City, Avery, Graham, Jackson, Summit Charter**, Yadkin
	272.5	Davidson, Orange, Thomas Jefferson**
	272.3	Asheboro City, Burke, McDowell, Randolph, Stokes, Tyrrell, Vance Charter**
2004 State	272.1	Alamance-Burlington, Macon, Quality Education**
	272.0	Downtown Middle**, Laurinburg Homework**, Lee
2003 State	271.9	Charlotte/Mecklenburg, Clinton City, Edenton/Chowan, Guilford, Lenoir, Mitchell
	271.7	American Ren. Middle**, Craven, East Wake Academy**, Gaston, Rowan-Salisbury, Scotland
	271.5	Piedmont Community**, Wayne
2002 State	271.3	Martin, Wilson
	271.1	Harnett

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 54. 2003-04 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Mathematics (continued)**

State***	Mean Score ¹	2004 LEA Performance
2000,2001 State	271.0	Lincoln Charter**
	270.9	Brunswick, Rockingham, Sampson
	270.7	Alexander, Camden, Pitt, Rocky Mount Prep Sch**, Rutherford, Winston-Salem/Forsyth
	270.5	Cape Fear Center**, Granville, Richmond, Shelby City
	270.3	Forsyth Academies**, Nash-Rocky Mount, Sterling Montessori**
	270.1	
	270.0	Perquimans, S.B. Howard**
	269.9	Cumberland, Swain
	269.7	Brevard Academy**, CIS Academy**, Gates, River Mill Academy**
	269.5	Whiteville City
1998,1999 State	269.3	Greene, Kannapolis City, Montgomery
	269.1	Duplin, Robeson
	269.0	Clover Garden**, Thomasville City
	268.9	Caswell, Roanoke Rapids City
	268.7	Edgecombe, Halifax, Haliwa-Saponi Tribal**
	268.5	Elizabeth City/Pasquotank, Grandfather Academy**, Madison
	268.3	Franklin
	268.1	Bladen
	268.0	Bertie
	267.9	Durham
1996,1997 State	267.7	Alpha Academy**, Columbus, Kestrel Heights**, Lexington City
	267.5	Chatham Charter**, Research Triangle**
	267.3	Hoke
	267.1	
	266.9	Northampton, Warren
	266.7	Anson
	...	
	266.3	Jones, Academy of Moore County**
	266.1	
	...	
1995 State	265.7	Hertford
	...	
1994 State	265.1	Weldon City
	265.0	Washington
1993 State	...	
	264.1	
	263.9	Bridges**, Vance
	...	
	262.9	Guilford Charter**
	...	
	262.1	Imani Institute**
	261.9	Sugar Creek**
	...	
	261.5	SPARC Academy**
	...	
	261.1	Provisions Academy**
	260.9	Ann Atwater**
	...	
	260.3	Omuteko Gwamaziima**
	...	
	259.3	Kennedy Charter**
	...	
	257.3	Carter Community**
	...	
	255.7	Lakeside School**
	*	Crossnore Academy**, Success Institute**

Notes: ¹Mean scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***State counts for 1993-2000 have been converted to the 2000-01 scale for mathematics using results from the 2000-01 equating study.

The end-of-grade mathematics scale score range is 218 to 310 and this range is used to calculate all end-of-grade mathematics data since 2000-01. Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Alternate Assessment Academic Inventory (AAAI)

**Table 1. 2003-04 Alternate Assessment Academic Inventory (AAAI)
Statewide Performance of On-Level¹ Students in Reading**

Category	Number of Students ²	Percent of All Students ³	Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV	Percent At or Above Level III	Percent Achieving Growth	Percent Not Achieving Growth
All Students	4,082	100.0	42.5	33.3	21.5	2.7	24.1	90.2	9.8
Gender									
Female	1,738	42.6	43.7	35.3	18.8	2.2	21.0	90.9	9.1
Male	2,344	57.4	41.7	31.9	23.4	3.0	26.5	89.6	10.4
Ethnicity									
American Indian	186	4.6	5.4	26.3	61.3	7.0	68.3	96.2	3.8
Asian	290	7.1	49.7	39.7	10.0	0.7	10.7	90.3	9.7
Black	540	13.2	19.6	22.2	48.9	9.3	58.1	93.1	6.9
Hispanic	2,697	66.1	52.4	34.9	11.8	0.9	12.6	88.4	11.6
Multi-Racial	22	0.5	*	*	*	*	*	*	*
White	347	8.5	17.0	36.0	41.5	5.5	47.0	95.4	4.6
Not Exceptional ⁴	3,085	75.6	52.0	36.1	11.1	0.8	11.9	88.4	11.6
All Students with Disabilities	996	24.4	13.2	24.8	53.7	8.3	62.0	95.7	4.3
Behaviorally-Emotionally Disabled	41	1.0	17.1	22.0	53.7	7.3	61.0	90.2	9.8
Hearing Impaired	14	0.3	*	*	*	*	*	*	*
Educable Mentally Disabled	465	11.4	12.7	25.4	54.4	7.5	61.9	94.8	5.2
Specific Learning Disabled ⁴	305	7.5	8.9	23.3	55.7	12.1	67.9	97.4	2.6
Learning Disabled-Reading	354	8.7	10.2	24.0	56.2	9.6	65.8	96.6	3.4
Learning Disabled-Mathematics	186	4.6	11.3	27.4	55.9	5.4	61.3	94.6	5.4
Learning Disabled-Written Expression	210	5.1	10.5	23.3	56.2	10.0	66.2	94.8	5.2
Learning Disabled-Other	8	0.2	*	*	*	*	*	*	*
Speech-Language Impaired	12	0.3	*	*	*	*	*	*	*
Visually Impaired	8	0.2	*	*	*	*	*	*	*
Other Health Impaired	79	1.9	10.1	21.5	64.6	3.8	68.4	98.7	1.3
Orthopedically Impaired	3	0.1	*	*	*	*	*	*	*
Traumatic Brain Injured	5	0.1	*	*	*	*	*	*	*
Autistic	34	0.8	20.6	29.4	44.1	5.9	50.0	94.1	5.9
Severely/Profoundly Mentally Disabled	0	0.0	*	*	*	*	*	*	*
Multihandicapped	5	0.1	*	*	*	*	*	*	*
Deaf-Blind	1	0.0	*	*	*	*	*	*	*
Trainable Mentally Disabled	7	0.2	*	*	*	*	*	*	*
Not Coded	1	0.0	*	*	*	*	*	*	*
Section 504	17	0.4	*	*	*	*	*	*	*
Limited English Proficient	2,963	72.6	52.9	35.5	10.7	0.9	11.5	88.1	11.9
Not Served by Title I	1,791	43.9	47.8	37.6	13.2	1.4	14.6	89.8	10.2
Schoolwide Title I Program	2,088	51.2	36.4	30.2	29.5	3.9	33.3	91.1	8.9
Targeted Assistance	88	2.2	51.1	28.4	18.2	2.3	20.5	81.8	18.2
Migrant	399	9.8	51.1	28.6	19.5	0.8	20.3	88.7	11.3
Assigned Grade									
3	702	17.2	40.5	29.5	28.8	1.3	30.1	88.0	12.0
4	762	18.7	37.7	33.7	26.4	2.2	28.6	91.1	8.9
5	683	16.7	38.5	32.7	25.6	3.2	28.8	91.4	8.6
6	594	14.6	49.3	32.3	16.3	2.0	18.4	90.6	9.4
7	628	15.4	47.0	36.0	15.1	1.9	17.0	89.8	10.2
8	538	13.2	42.8	36.6	16.5	4.1	20.6	92.6	7.4
10	175	4.3	48.0	33.7	9.7	8.6	18.3	82.9	17.1

Notes: ¹On-level students are assessed at their assigned grade level.

²Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Inconsistencies in numbers reported are due to errors in coding on student answer sheets.

*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 2. 2003-04 Alternate Assessment Academic Inventory (AAAI)
Statewide Performance of On-Level¹ Students in Mathematics

Category	Number of Students ²	Percent of All Students ³	Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV	Percent At or Above Level III	Percent Achieving Growth	Percent Not Achieving Growth
All Students	4,515	100.0	40.4	33.3	23.3	3.0	26.3	90.1	9.9
Gender									
Female	2,041	45.2	40.7	35.2	22.0	2.2	24.1	90.7	9.3
Male	2,474	54.8	40.2	31.7	24.4	3.6	28.1	89.6	10.4
Ethnicity									
American Indian	136	3.0	6.6	25.7	60.3	7.4	67.6	97.1	2.9
Asian	306	6.8	34.0	39.2	23.5	3.3	26.8	91.5	8.5
Black	486	10.8	24.5	21.8	44.9	8.8	53.7	92.0	8.0
Hispanic	3,265	72.3	46.2	34.8	17.4	1.7	19.1	89.0	11.0
Multi-Racial	26	0.6	*	*	*	*	*	*	*
White	296	6.6	27.0	31.8	36.5	4.7	41.2	93.9	6.1
Not Exceptional ⁴	3,723	82.5	45.8	34.9	17.4	1.9	19.3	89.1	10.9
All Students with Disabilities	791	17.5	15.3	25.7	51.2	7.8	59.0	94.9	5.1
Behaviorally-Emotionally Disabled	38	0.8	21.1	28.9	39.5	10.5	50.0	92.1	7.9
Hearing Impaired	10	0.2	*	*	*	*	*	*	*
Educable Mentally Disabled	433	9.6	14.1	23.8	54.5	7.6	62.1	94.5	5.5
Specific Learning Disabled ⁴	151	3.3	9.9	25.8	54.3	9.9	64.2	96.7	3.3
Learning Disabled-Reading	197	4.4	9.1	27.9	54.3	8.6	62.9	96.4	3.6
Learning Disabled- Mathematics	167	3.7	8.4	29.3	55.1	7.2	62.3	95.8	4.2
Learning Disabled-Written Expression	125	2.8	12.0	27.2	52.8	8.0	60.8	93.6	6.4
Learning Disabled-Other	5	0.1	*	*	*	*	*	*	*
Speech-Language Impaired	9	0.2	*	*	*	*	*	*	*
Visually Impaired	7	0.2	*	*	*	*	*	*	*
Other Health Impaired	70	1.6	14.3	21.4	58.6	5.7	64.3	97.1	2.9
Orthopedically Impaired	4	0.1	*	*	*	*	*	*	*
Traumatic Brain Injured	3	0.1	*	*	*	*	*	*	*
Autistic	0	0.0	*	*	*	*	*	*	*
Severely/Profoundly Mentally Disabled	35	0.8	22.9	34.3	31.4	11.4	42.9	91.4	8.6
Multihandicapped	4	0.1	*	*	*	*	*	*	*
Deaf-Blind	1	0.0	*	*	*	*	*	*	*
Trainable Mentally Disabled	10	0.2	*	*	*	*	*	*	*
Not Coded	1	0.0	*	*	*	*	*	*	*
Section 504	16	0.4	*	*	*	*	*	*	*
Limited English Proficient	3,464	76.7	46.1	34.6	17.5	1.8	19.3	88.8	11.2
Not Served by Title I	2,116	46.9	45.7	34.1	17.8	2.4	20.2	89.8	10.2
Schoolwide Title I Program	2,164	47.9	35.4	32.1	29.0	3.6	32.5	90.8	9.2
Targeted Assistance	100	2.2	38.0	38.0	19.0	5.0	24.0	85.0	15.0
Migrant	465	10.3	35.7	38.5	24.7	1.1	25.8	90.3	9.7
Assigned Grade									
3	781	17.3	35.5	35.0	26.8	2.8	29.6	89.8	10.2
4	847	18.8	39.6	32.3	26.0	2.1	28.1	92.3	7.7
5	744	16.5	42.3	29.7	25.7	2.3	28.0	89.2	10.8
6	688	15.2	44.6	32.8	19.6	2.9	22.5	87.6	12.4
7	688	15.2	42.2	35.8	19.5	2.6	22.1	91.9	8.1
8	617	13.7	40.2	35.3	19.1	5.3	24.5	90.9	9.1
10	150	3.3	36.0	30.0	30.0	4.0	34.0	83.3	16.7

Notes: ¹On-level students are assessed at their assigned grade level.

²Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Inconsistencies in numbers reported are due to errors in coding on student answer sheets.

*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 3. 2003-04 Alternate Assessment Academic Inventory (AAAI)
Statewide Performance of Off-Level¹ Students in Reading

Category	Number of Students ²	Percent of All Students ³	Percent at Level I	Percent at Level II	Percent at Level III ¹	Percent at Level IV ¹	Percent At or Above Level III ¹	Percent Achieving Growth	Percent Not Achieving Growth
All Students	8,492	100.0	14.7	54.0	25.7	5.6	31.3	97.0	3.0
Gender									
Female	2,724	32.1	14.7	56.2	23.6	5.4	29.0	97.4	2.6
Male	5,767	67.9	14.7	53.0	26.7	5.7	32.4	96.8	3.2
Ethnicity									
American Indian	130	1.5	10.8	43.8	36.9	8.5	45.4	99.2	0.8
Asian	71	0.8	16.9	52.1	22.5	8.5	31.0	94.4	5.6
Black	4,011	47.2	15.1	54.0	25.1	5.8	30.9	96.6	3.4
Hispanic	591	7.0	15.9	54.7	24.2	5.2	29.4	97.0	3.0
Multi-Racial	137	1.6	14.6	52.6	24.8	8.0	32.8	99.3	0.7
White	3,552	41.8	14.1	54.5	26.4	5.1	31.4	97.3	2.7
Not Exceptional ⁴	57	0.7	43.9	45.6	8.8	1.8	10.5	89.5	10.5
All Students with Disabilities	8,434	99.3	14.5	54.1	25.8	5.6	31.4	97.0	3.0
Behaviorally-Emotionally Disabled	336	4.0	10.7	59.5	23.8	6.0	29.8	95.8	4.2
Hearing Impaired	141	1.7	12.8	62.4	17.7	7.1	24.8	97.9	2.1
Educable Mentally Disabled	4,529	53.3	15.1	52.9	26.7	5.2	31.9	97.3	2.7
Specific Learning Disabled ⁴	1,488	17.5	10.8	57.6	24.9	6.8	31.7	96.8	3.2
Learning Disabled-Reading	1,612	19.0	12.4	56.8	24.3	6.5	30.8	97.1	2.9
Learning Disabled-Mathematics	1,033	12.2	14.0	56.1	24.7	5.1	29.8	97.4	2.6
Learning Disabled-Written Expression	1,200	14.1	12.3	57.2	25.1	5.4	30.5	97.2	2.8
Learning Disabled-Other	92	1.1	16.3	54.3	20.7	8.7	29.3	97.8	2.2
Speech-Language Impaired	37	0.4	10.8	64.9	21.6	2.7	24.3	97.3	2.7
Visually Impaired	16	0.2	*	*	*	*	*	*	*
Other Health Impaired	672	7.9	12.5	55.7	25.0	6.8	31.8	96.1	3.9
Orthopedically Impaired	75	0.9	17.3	61.3	18.7	2.7	21.3	97.3	2.7
Traumatic Brain Injured	51	0.6	9.8	60.8	23.5	5.9	29.4	98.0	2.0
Autistic	494	5.8	17.2	52.4	25.3	5.1	30.4	97.4	2.6
Severely/Profoundly Mentally Disabled	7	0.1	*	*	*	*	*	*	*
Multihandicapped	155	1.8	15.5	46.5	33.5	4.5	38.1	97.4	2.6
Deaf-Blind	2	0.0	*	*	*	*	*	*	*
Trainable Mentally Disabled	425	5.0	24.7	45.2	25.2	4.9	30.1	96.2	3.8
Not Coded	1	0.0	*	*	*	*	*	*	*
Section 504	6	0.1	*	*	*	*	*	*	*
Limited English Proficient	433	5.1	13.4	58.9	22.9	4.8	27.7	96.1	3.9
Not Served by Title I	4,990	58.8	16.1	52.3	25.8	5.8	31.6	96.9	3.1
Schoolwide Title I Program	3,367	39.6	12.4	56.5	25.9	5.3	31.2	97.1	2.9
Targeted Assistance	110	1.3	20.9	60.0	17.3	1.8	19.1	97.3	2.7
Migrant	67	0.8	7.5	53.7	29.9	9.0	38.8	97.0	3.0
Assigned Grade									
3	1,294	15.2	12.5	75.8	10.2	1.5	11.7	96.8	3.2
4	1,566	18.4	11.7	61.6	22.0	4.7	26.6	97.3	2.7
5	1,496	17.6	11.3	49.5	31.3	7.9	39.2	97.9	2.1
6	1,337	15.7	18.0	48.9	28.5	4.6	33.1	96.9	3.1
7	1,123	13.2	19.1	44.1	30.1	6.8	36.9	96.9	3.1
8	1,032	12.2	14.1	43.9	33.5	8.5	42.1	97.1	2.9
9	1	0.0	*	*	*	*	*	*	*
10	643	7.6	20.5	46.3	27.2	5.9	33.1	94.6	5.4

Notes: ¹Off-level students are not assessed at their assigned grade level. Students assessed 3 or more grade levels below their assigned grade level are eligible for any achievement ranking based on alternate achievement standards.

²Number of off-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Inconsistencies in numbers reported are due to errors in coding on student answer sheets.

*Data are not reported for categories with fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504 but not those in the "Not Coded" category.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 4. 2003-04 Alternate Assessment Academic Inventory (AAAI)
Statewide Performance of Off-Level¹ Students in Mathematics

Category	Number of Students ²	Percent of All Students ³	Percent at Level I	Percent at Level II	Percent at Level III ¹	Percent at Level IV ¹	Percent At or Above Level III ¹	Percent Achieving Growth	Percent Not Achieving Growth
All Students	7,517	100.0	15.7	55.7	23.9	4.7	28.6	96.8	3.2
Gender									
Female	2,566	34.1	16.7	56.3	22.8	4.2	27.0	97.2	2.8
Male	4,950	65.9	15.2	55.4	24.4	5.0	29.4	96.7	3.3
Ethnicity									
American Indian	120	1.6	9.2	45.0	33.3	12.5	45.8	99.2	0.8
Asian	62	0.8	21.0	54.8	19.4	4.8	24.2	93.5	6.5
Black	3,623	48.2	16.1	54.7	24.3	4.9	29.1	96.2	3.8
Hispanic	428	5.7	18.9	55.4	21.3	4.4	25.7	97.7	2.3
Multi-Racial	123	1.6	17.9	52.0	21.1	8.9	30.1	99.2	0.8
White	3,161	42.1	14.8	57.5	23.6	4.1	27.7	97.3	2.7
Not Exceptional ⁴	50	0.7	40.0	50.0	6.0	4.0	10.0	92.0	8.0
All Students with Disabilities	7,467	99.3	15.5	55.8	24.0	4.7	28.7	96.9	3.1
Behaviorally-Emotionally Disabled	283	3.8	15.5	58.0	20.8	5.7	26.5	94.7	5.3
Hearing Impaired	113	1.5	8.0	64.6	22.1	5.3	27.4	97.3	2.7
Educable Mentally Disabled	4,340	57.7	15.6	54.9	24.8	4.7	29.5	96.9	3.1
Specific Learning Disabled ⁴	853	11.3	10.8	62.0	22.3	4.9	27.2	97.0	3.0
Learning Disabled-Reading	964	12.8	12.2	60.1	22.9	4.8	27.7	97.3	2.7
Learning Disabled-Mathematics	865	11.5	11.9	61.0	23.0	4.0	27.1	97.7	2.3
Learning Disabled-Written Expression	774	10.3	12.1	60.5	23.3	4.1	27.4	97.7	2.3
Learning Disabled-Other	80	1.1	31.3	51.3	16.3	1.3	17.5	90.0	10.0
Speech-Language Impaired	33	0.4	21.2	63.6	6.1	9.1	15.2	100.0	0.0
Visually Impaired	14	0.2	*	*	*	*	*	*	*
Other Health Impaired	609	8.1	15.3	56.7	21.5	6.6	28.1	96.4	3.6
Orthopedically Impaired	78	1.0	19.2	55.1	20.5	5.1	25.6	98.7	1.3
Traumatic Brain Injured	52	0.7	11.5	63.5	19.2	5.8	25.0	98.1	1.9
Autistic	498	6.6	16.7	56.4	24.1	2.8	26.9	97.4	2.6
Severely/Profoundly Mentally Disabled	7	0.1	*	*	*	*	*	*	*
Multihandicapped	154	2.0	15.6	51.9	27.3	5.2	32.5	98.7	1.3
Deaf-Blind	2	0.0	*	*	*	*	*	*	*
Trainable Mentally Disabled	426	5.7	25.6	45.5	26.1	2.8	28.9	96.5	3.5
Section 504	5	0.1	*	*	*	*	*	*	*
Limited English Proficient	312	4.2	15.4	62.2	18.9	3.5	22.4	98.1	1.9
Not Served by Title I	4,521	60.1	17.5	53.3	24.6	4.5	29.1	96.7	3.3
Schoolwide Title I Program	2,894	38.5	12.5	59.4	22.9	5.1	28.1	97.3	2.7
Targeted Assistance	79	1.1	27.8	59.5	10.1	2.5	12.7	88.6	11.4
Migrant	57	0.8	10.5	54.4	29.8	5.3	35.1	98.2	1.8
Assigned Grade									
3	1,084	14.4	12.2	77.4	8.9	1.5	10.4	97.5	2.5
4	1,312	17.5	12.1	66.5	18.1	3.3	21.4	97.5	2.5
5	1,266	16.8	11.4	55.3	28.0	5.3	33.3	98.6	1.4
6	1,187	15.8	21.8	48.3	24.9	5.0	29.9	95.7	4.3
7	1,040	13.8	18.5	46.9	28.1	6.5	34.6	97.4	2.6
8	992	13.2	16.2	43.8	32.6	7.5	40.0	96.5	3.5
9	2	0.0	*	*	*	*	*	*	*
10	634	8.4	21.1	44.5	30.0	4.4	34.4	92.7	7.3

Notes: ¹Off-level students are not assessed at their assigned grade level. Students assessed 3 or more grade levels below their assigned grade level are eligible for any achievement ranking based on alternate achievement standards.

²Number of off-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

³"Percent of All Students" within a category may not add up to 100.0 percent due to rounding or blanks.

⁴Inconsistencies in numbers reported are due to errors in coding on student answer sheets.

*Data are not reported for categories fewer than thirty students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Alternate Assessment Portfolio (AAP)

Table 1. 2003-04 Alternate Assessment Portfolio (AAP)
Statewide Student Performance at Each Achievement Level, Percent Achieving Growth, and Percent Not Achieving Growth

Category	Number of Students	Percent of All Students	Reading				Mathematics				Percent Achieving Growth	Percent Not Achieving Growth		
			Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV	Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV				
			At or Above	At or Above	At or Above	At or Above	At or Above	At or Above	At or Above	At or Above				
All Students	3,417	100.0	10.9	18.1	36.5	33.8	70.3	13.5	11.5	44.2	30.1	74.3	97.8	1.5
Gender														
Females	1,234	36.1	11.6	19.4	34.2	34.3	68.5	14.8	11.6	42.3	30.7	73.0	97.7	1.7
Males	2,178	63.7	10.5	17.4	37.9	33.4	71.3	12.9	11.4	45.3	29.7	75.0	97.8	1.4
Not Coded	5	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Ethnicity														
American Indian	46	1.3	10.9	4.3	23.9	60.9	84.8	8.7	8.7	26.1	56.5	82.6	100.0	0.0
Asian	51	1.5	15.7	25.5	35.3	21.6	56.9	23.5	9.8	45.1	19.6	64.7	96.1	2.0
Black	1,415	41.4	11.4	18.4	35.6	33.9	69.5	12.8	11.6	44.6	30.4	75.0	97.7	1.7
Hispanic	130	3.8	8.5	20.0	44.6	26.9	71.5	16.9	15.4	48.5	19.2	67.7	100.0	0.0
Multi-Racial	62	1.8	8.1	22.6	33.9	33.9	67.7	14.5	6.5	45.2	32.3	77.4	98.4	*
White	1,674	49.0	10.6	18.0	37.3	33.4	70.7	13.9	11.5	44.0	29.9	73.9	97.7	1.6
Not Coded	39	1.1	12.8	5.1	28.2	53.8	82.1	7.7	7.7	41.0	43.6	84.6	100.0	0.0
All Students with Disabilities	3,414	99.9	10.9	18.1	36.5	33.8	70.3	13.5	11.5	44.2	30.1	74.3	97.8	1.5
Behaviorally-Emotionally Disabled	5	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Hearing Impaired	8	0.2	*	*	*	*	*	*	*	*	*	*	*	*
Educable Mentally Disabled	264	7.7	10.2	14.0	38.6	34.8	73.5	12.1	9.8	41.3	34.5	75.8	97.3	0.4
Specific Learning Disabled	5	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Speech-Language Impaired	6	0.2	*	*	*	*	*	*	*	*	*	*	*	*
Visually Impaired	5	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Other Health Impaired	96	2.8	12.5	15.6	37.5	33.3	70.8	15.6	13.5	39.6	30.2	69.8	97.9	1.0
Orthopedically Impaired	27	0.8	*	*	*	*	*	*	*	*	*	*	*	*
Traumatic Brain Injured	22	0.6	*	*	*	*	*	*	*	*	*	*	*	*
Autistic	813	23.8	8.9	18.0	38.9	33.3	72.2	10.0	11.7	49.7	27.7	77.4	98.2	0.9
Severely/Profoundly Mentally Disabled	398	11.6	17.6	18.1	32.9	31.4	64.3	23.9	13.6	37.4	25.1	62.6	98.2	1.8
Multihandicapped	588	17.2	16.3	19.0	30.3	34.0	64.3	20.6	13.1	40.1	25.9	66.0	96.4	3.2
Deaf-Blind	4	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Trainable Mentally Disabled	1,173	34.3	7.6	18.6	38.2	35.5	73.7	9.4	9.8	45.2	35.5	80.6	98.6	1.3
Not Coded	3	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	62	1.8	11.3	21.0	46.8	21.0	67.7	12.9	19.4	51.6	16.1	67.7	100.0	0.0
Not Served by Title I	2,437	71.3	10.8	18.3	37.1	33.0	70.1	13.3	11.7	44.1	30.3	74.4	97.8	1.4
Schoolwide Title I Program	965	28.2	11.1	17.4	35.1	36.1	71.2	14.4	10.9	44.5	29.9	74.4	97.9	1.8
Targeted Assistance	2	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	11	0.3	*	*	*	*	*	*	*	*	*	*	*	*

Notes ¹Percent of All Students² within a category may not sum to 100.0 percent due to rounding or blanks.

*No scores are reported for groups with fewer than thirty students.

Data are not collected for Section 504 or Specific Learning Disabled students by subject.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

High School Comprehensive Multiple-Choice Results

**Table 1. 1997-98 to 2003-04 High School Comprehensive Multiple-Choice Test Results
Statewide Summary
Reading and Mathematics**

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
1997-98	<u>73,976</u>	<u>55.6%</u>	<u>73,635</u>	<u>54.9%</u>
	163.3	11.9%	174.3	14.9%
Standard Deviation	10.2		13.5	
1998-99	<u>75,660</u>	<u>61.1%</u>	<u>75,527</u>	<u>61.4%</u>
	164.8	8.8%	176.3	11.8%
Standard Deviation	9.8		13.6	
1999-00	<u>77,360</u>	<u>61.7%</u>	<u>77,096</u>	<u>64.7%</u>
	164.9	8.8%	177.5	10.5%
Standard Deviation	9.8		13.8	
2000-01	<u>80,692</u>	<u>61.6%</u>	<u>80,492</u>	<u>66.8%</u>
	164.9	9.5%	178.4	9.8%
Standard Deviation	10.0		14.1	
2001-02*	-----	-----	-----	-----
2002-03	<u>86,854</u>	<u>64.8%</u>	<u>86,795</u>	<u>70.0%</u>
	165.3	8.3%	179.9	9.4%
Standard Deviation	9.8		14.4	
2003-04	<u>91,285</u>	<u>65.8%</u>	<u>91,170</u>	<u>71.2%</u>
	165.5	8.0%	180.4	8.7%
Standard Deviation	9.7		14.4	

Notes: *In June 2001, the State Board of Education eliminated the High School Comprehensive Test from the North Carolina Testing Program for the 2001-02 school year.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 2. 2003-04 High School Comprehensive Test
Goal Summary Report**

	Developmental Scale Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	165.5	91,285	216	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			18	66.8
GOAL 2: Use language for the acquisition, interpretation, and application of information.			168	56.5
Obj 2.1: Identify, collect or select information and ideas.			53	61.8
Obj 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			76	53.9
Obj 2.3: Apply, extend, and expand on information and concepts.			39	56.0
GOAL 3: Use language for critical analysis and evaluation.			30	61.8
Obj 3.1: Assess the validity and accuracy of information and ideas			3	
Obj 3.2: Determine the value of information and ideas			12	67.4
Obj 3.3: Develop criteria and evaluate the quality, relevance, and importance of the information and ideas			15	53.0
MATHEMATICS	180.4	91,170	210	
GOAL 1: Numerical Relationships			21	62.3
Obj 1.1: Perform operations with real numbers			3	
Obj 1.2: Solve problems involving number theory			9	60.1
Obj 1.3: Solve problems using ratios, proportions, and percents			9	57.0
GOAL 2: Growth and Measurement			63	51.1
Obj 2.1: Geometric problems using two and three-dimensional shapes			18	55.1
Obj 2.2: Solve problems using properties of angles, lines, and planes			9	59.5
Obj 2.3: Solve problems using perimeter, area, and volume formulas			15	39.4
Obj 2.4: Solve problems using right triangle relationships			12	49.2
Obj 2.5: Transform polygons in the coordinate plane			9	56.5
GOAL 3: Algebraic Concepts			72	53.4
Obj 3.1: Use the language of algebra and formulas to solve problems			15	57.1
Obj 3.2: Demonstrate an understanding of relations and functions			12	57.5
Obj 3.3: Graph and use linear equations and inequalities			15	53.4
Obj 3.4: Solve problems that involve nonlinear equations			12	47.3
Obj 3.5: Use an appropriate method to solve problems involving systems of equations and inequalities			12	49.1
Obj 3.6: Perform operations with polynomials			6	56.6
GOAL 4: Data Analysis			54	49.7
Obj 4.1: Solve real world problems using statistics			24	60.4
Obj 4.2: Solve real world problems using probability			21	45.5
Obj 4.3: Fit a line or curve to a set of data			9	30.8
NUMBER OF STUDENTS TAKING FORM	G 30,272	H 30,394	I 30,248	

Notes: * "Number of Observations" includes students who attempted at least one item on the test.

** "Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 3. 2003-04 High School Comprehensive Test
Distribution of Scale Scores - Reading**

NUMBER OF STUDENTS WITH VALID SCORES	91,285	<u>HIGH SCORE</u>	199
		<u>LOW SCORE</u>	132
<u>MEAN</u>	165.5	2004 STATE PERCENTILES	SCALE SCORE
		90	177.60
<u>STANDARD DEVIATION</u>	9.7	75	172.33
		50 (<u>MEDIAN</u>)	166.23
<u>VARIANCE</u>	94.6	25	159.47
		10	152.07

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1998 STATE PERCENTILE
199	1	91285	0.00	100.00	99
197	10	91284	0.01	100.00	99
195	10	91274	0.01	99.99	99
194	11	91264	0.01	99.98	99
193	15	91253	0.02	99.96	99
192	42	91238	0.05	99.95	99
191	21	91196	0.02	99.90	99
190	54	91175	0.06	99.88	99
189	129	91121	0.14	99.82	99
188	110	90992	0.12	99.68	99
187	195	90882	0.21	99.56	99
186	270	90687	0.30	99.34	99
185	516	90417	0.57	99.05	99
184	623	89901	0.68	98.48	99
183	494	89278	0.54	97.80	98
182	299	88784	0.33	97.26	98
181	1030	88485	1.13	96.93	97
180	1216	87455	1.33	95.80	96
179	2002	86239	2.19	94.47	95
178	2320	84237	2.54	92.28	93
177	2415	81917	2.65	89.74	91
176	1983	79502	2.17	87.09	89
175	2193	77519	2.40	84.92	87
174	3845	75326	4.21	82.52	84
173	2430	71481	2.66	78.31	82
172	3462	69051	3.79	75.64	79
171	4376	65589	4.79	71.85	76
170	3568	61213	3.91	67.06	73
169	2681	57645	2.94	63.15	69
168	4312	54964	4.72	60.21	66
167	3811	50652	4.17	55.49	62
166	4415	46841	4.84	51.31	58
165	3438	42426	3.77	46.48	55
164	3606	38988	3.95	42.71	51
163	4126	35382	4.52	38.76	47
162	2505	31256	2.74	34.24	43
161	2946	28751	3.23	31.50	40
160	2915	25805	3.19	28.27	36
159	2685	22890	2.94	25.08	32
158	2413	20205	2.64	22.13	30
157	1760	17792	1.93	19.49	27
156	1641	16032	1.80	17.56	24
155	2094	14391	2.29	15.76	22
154	1343	12297	1.47	13.47	19
153	1294	10954	1.42	12.00	17
152	1232	9660	1.35	10.58	15
151	1160	8428	1.27	9.23	13
150	1098	7268	1.20	7.96	11
149	686	6170	0.75	6.76	9
148	669	5484	0.73	6.01	8
147	929	4815	1.02	5.27	7

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 3. 2003-04 High School Comprehensive Test
Distribution of Scale Scores – Reading (continued)**

<u>NUMBER OF STUDENTS WITH VALID SCORES</u>	91,285	<u>HIGH SCORE</u>	199
		<u>LOW SCORE</u>	132
<u>MEAN</u>	165.5	<u>2004 STATE PERCENTILES</u>	<u>SCALE SCORE</u>
<u>STANDARD DEVIATION</u>	9.7	90	177.60
		75	172.33
		50 (<u>MEDIAN</u>)	166.23
<u>VARIANCE</u>	94.6	25	159.47
		10	152.07

FREQUENCY DISTRIBUTION

<u>SCALE SCORE</u>	<u>FREQUENCY</u>	<u>CUMULATIVE FREQUENCY</u>	<u>PERCENT</u>	<u>CUMULATIVE PERCENT</u>	<u>1998 STATE PERCENTILE</u>
146	791	3886	0.87	4.26	6
145	686	3095	0.75	3.39	5
144	624	2409	0.68	2.64	4
143	508	1785	0.56	1.96	3
142	375	1277	0.41	1.40	2
141	303	902	0.33	0.99	1
140	277	599	0.30	0.66	1
139	134	322	0.15	0.35	1
138	91	188	0.10	0.21	1
137	42	97	0.05	0.11	1
136	23	55	0.03	0.06	1
LESS THAN 136	32	32	0.04	0.04	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 4. 2003-04 High School Comprehensive Test
Distribution of Scale Scores – Mathematics**

NUMBER OF STUDENTS WITH VALID SCORES	91,170	HIGH SCORE	226
		LOW SCORE	141
MEAN	180.4	2004 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	14.4	90	199.38
		75	190.47
		50 (MEDIAN)	180.49
VARIANCE	206.7	25	170.10
		10	161.10

SCALE SCORE	FREQUENCY DISTRIBUTION				1998 STATE PERCENTILE
	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	
226	1	91170	0.00	100.00	99
224	28	91169	0.03	100.00	99
223	25	91141	0.03	99.97	99
221	47	91116	0.05	99.94	99
220	71	91069	0.08	99.89	99
219	74	90998	0.08	99.81	99
217	116	90924	0.13	99.73	99
216	98	90808	0.11	99.60	99
215	211	90710	0.23	99.50	99
214	137	90499	0.15	99.26	99
213	287	90362	0.31	99.11	99
212	144	90075	0.16	98.80	99
211	370	89931	0.41	98.64	99
210	185	89561	0.20	98.24	99
209	443	89376	0.49	98.03	99
208	712	88933	0.78	97.55	99
207	219	88221	0.24	96.77	99
206	561	88002	0.62	96.53	99
205	880	87441	0.97	95.91	98
204	664	86561	0.73	94.94	98
203	1056	85897	1.16	94.22	98
202	307	84841	0.34	93.06	97
201	1134	84534	1.24	92.72	97
200	1203	83400	1.32	91.48	96
199	1247	82197	1.37	90.16	95
198	1360	80950	1.49	88.79	95
197	1313	79590	1.44	87.30	94
196	1349	78277	1.48	85.86	93
195	1496	76928	1.64	84.38	92
194	1473	75432	1.62	82.74	91
193	1542	73959	1.69	81.12	90
192	2282	72417	2.50	79.43	89
191	1684	70135	1.85	76.93	88
190	2331	68451	2.56	75.08	86
189	1836	66120	2.01	72.52	85
188	1841	64284	2.02	70.51	83
187	1957	62443	2.15	68.49	81
186	2571	60486	2.82	66.34	80
185	2802	57915	3.07	63.52	78
184	2057	55113	2.26	60.45	76
183	2926	53056	3.21	58.19	74
182	2223	50130	2.44	54.99	72
181	2294	47907	2.52	52.55	70
180	2372	45613	2.60	50.03	67
179	2314	43241	2.54	47.43	64
178	2395	40927	2.63	44.89	62
177	2466	38532	2.70	42.26	59
176	2493	36066	2.73	39.56	56
175	2409	33573	2.64	36.82	54
174	1709	31164	1.87	34.18	52

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 4. 2003-04 High School Comprehensive Test
Distribution of Scale Scores – Mathematics (continued)**

<u>NUMBER OF STUDENTS WITH VALID SCORES</u>	91,170	<u>HIGH SCORE</u>	226
		<u>LOW SCORE</u>	141
<u>MEAN</u>	180.4	<u>2004 STATE PERCENTILES</u>	<u>SCALE SCORE</u>
<u>STANDARD DEVIATION</u>	14.4	90	199.38
		75	190.47
		50 (<u>MEDIAN</u>)	180.49
<u>VARIANCE</u>	206.7	25	170.10
		11	161.10

FREQUENCY DISTRIBUTION

<u>SCALE SCORE</u>	<u>FREQUENCY</u>	<u>CUMULATIVE FREQUENCY</u>	<u>PERCENT</u>	<u>CUMULATIVE PERCENT</u>	<u>1998 STATE PERCENTILE</u>
173	1618	29455	1.77	32.31	50
172	1625	27837	1.78	30.53	47
171	2448	26212	2.69	28.75	43
170	2411	23764	2.64	26.07	40
169	1	21353	0.00	23.42	38
168	2457	21352	2.69	23.42	36
167	2318	18895	2.54	20.73	33
166	772	16577	0.85	18.18	31
165	1552	15805	1.70	17.34	28
164	2246	14253	2.46	15.63	26
162	2100	12007	2.30	13.17	21
161	1955	9907	2.14	10.87	18
159	1777	7952	1.95	8.72	13
158	1086	6175	1.19	6.77	11
157	461	5089	0.51	5.58	10
156	1263	4628	1.39	5.08	8
155	1004	3365	1.10	3.69	6
154	567	2361	0.62	2.59	4
153	463	1794	0.51	1.97	3
152	515	1331	0.56	1.46	2
151	340	816	0.37	0.90	1
150	220	476	0.24	0.52	1
149	128	256	0.14	0.28	1
148	50	128	0.05	0.14	1
LESS THAN 148	78	78	0.09	0.09	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 5. 2003-04 High School Comprehensive Multiple-Choice Test Results
Mean Scale Score by LEA - Reading

State Mean	Mean Score*	2004 LEA Performance
2004 State 2003 State 1999,2000,2001 State	176.5	Raleigh Charter HS**
	174.3	Gray Stone Day**
	174.1	Chapel Hill-Carrboro City, Woods Charter**
	173.1	Thomas Jefferson**
	170.1	Watauga
	169.7	Franklin Academy**
	169.3	River Mill Academy**
	168.5	Transylvania
	168.3	Asheville City, Clay, Wake
	168.1	Ashe
	167.9	Camden
	167.5	Haywood, Mooresville City, Mount Airy City, Wilkes
	167.3	Buncombe, Cherokee, Dare, Onslow
	167.1	Cabarrus, Johnston, Newton-Conover City
	166.9	Alleghany, Carteret, Graham, Henderson, New Hanover, Polk, Surry, Union
	166.7	Avery, Orange, Swain, Winston-Salem/Forsyth
	166.5	Burke, Chatham, Clover Garden**, Kings Mountain City, Shelby City
	166.3	Alexander, Asheboro City, Craven, Currituck, Davidson
	166.1	Caldwell, Mitchell, Moore
	165.9	Catawba, Guilford, Jones, Pitt
	165.7	Davie, Durham, Granville, Hickory City, Hyde, Rowan-Salisbury
	165.5	Elkin City, Iredell-Statesville, Kannapolis City, McDowell
	165.3	Charlotte/Mecklenburg, Lee, Macon, Stanly
	165.1	Franklin, Pender, Rutherford
	164.9	Brunswick, Cumberland, Gates, Person, Rockingham
	164.7	East Wake Academy**, Jackson, Yancey
	164.5	Duplin, Gaston, Randolph, Stokes
	164.3	Kestrel Heights**, Tyrrell, Wilson
	164.1	Elizabeth City/Pasquotank, Lincoln, Roanoke Rapids City, Whiteville City
	163.9	Cleveland, Lincoln Charter**, Perquimans, Rocky Mount Prep Sch**, Sampson
	163.7	Martin, Nash-Rocky Mount, Richmond
	163.5	Wayne
	163.3	Edenton/Chowan, Lakeside School**, Lenoir, Yadkin
	163.1	Clinton City, Harnett, Montgomery, Pamlico
	162.9	Madison
	162.7	Greene
	162.5	Lexington City, Scotland
	162.3	Caswell
	162.1	Northampton, Weldon City
	161.9	Beaufort, Hoke
	161.5	Edgecombe, Thomasville City
	161.1	Bladen, Columbus, Crossnore Academy**, Warren
	160.9	Washington
	160.7	Vance
	160.5	Hertford, Robeson
	160.3	Anson, Bertie, Laurinburg Charter**
	159.9	Halifax
	159.3	Laurinburg Homework**
	159.1	Cape Lookout Marine**
	158.1	C.G. Woodson**
	155.1	Crossroads Charter**
	154.1	Kennedy Charter**
	150.3	Provisions Academy**
	149.1	J.H. Baker Jr High**
	***	Grandfather Academy**

Notes: *Scale scores from the region tables are rounded up to the nearest two-tenths of a point.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***Data are not reported where number tested is fewer than five.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 6. 2003-04 High School Comprehensive Multiple-Choice Test Results
Mean Scale Score by LEA - Mathematics**

State Mean	Mean Score*	2004 LEA Performance
	196.5	Raleigh Charter HS**
	195.0	Gray Stone Day**
	193.5	Chapel Hill-Carrboro City
	187.5	Watauga
	186.5	Woods Charter**
	186.0	Franklin Academy**,
	185.5	Newton-Conover City
	185.0	Dare, Transylvania, Thomas Jefferson**
	184.5	Ashe, Asheville City, Mount Airy City, Polk, Wake
	184.0	Buncombe, Clay, Haywood
	183.5	Alexander, Avery, Camden, Johnston, New Hanover, Orange, Union, Wilkes
	183.0	Cabarrus, Henderson, Perquimans, Surry
	182.5	Burke, Caldwell, Catawba, Carteret, Cherokee, Graham, Onslow
	182.0	Alleghany, Kings Mountain City, Mooresville City, Pitt, River Mill Academy**, Winston-Salem/Forsyth
	181.5	Craven, Currituck, Davidson, Hyde, Lee, Moore, Shelby City, Stanly
	181.0	Chatham, Davie, Gates, Guilford, Iredell-Statesville, Kannapolis City
2004 State	180.5	Asheboro City, Lincoln, Macon, Pender, Rowan-Salisbury
2003 State	180.0	Charlotte/Mecklenburg, Hickory City, Jackson, Madison, McDowell, Rutherford, Swain
	179.5	Durham, Edenton/Chowan, Elkin City, Gaston, Martin, Randolph, Rockingham, Stokes, Wilson
	179.0	Brunswick, Granville, Lenoir, Pamlico, Yadkin
2001 State	178.5	Cleveland, Franklin, Lincoln Charter**, Tyrrell, Yancey
	178.0	Clinton City, Person, Roanoke Rapids City, Sampson, Scotland
2000 State	177.5	Cumberland, Duplin, Greene, Harnett, Nash-Rocky Mount, Rocky Mount Prep Sch**, Wayne
	177.0	East Wake Academy**, Elizabeth City/Pasquotank, Mitchell, Montgomery, Whiteville City
1999 State	176.5	Beaufort, Richmond
	176.0	Jones
1998 State	174.5	Bladen, Columbus, Edgecombe, Lexington City, Thomasville City, Vance
	174.0	Northampton, Robeson
	173.5	Anson, Bertie, Warren
	173.0	Hoke
	172.5	Caswell, Clover Garden**, Laurinburg Homework**, Weldon City
	172.0	Washington
	171.5	Hertford
	171.0	Kestrel Heights**
	170.5	Halifax
	169.5	Cape Lookout Marine**
	167.5	Lakeside School**, Laurinburg Charter**
	167.0	C.G. Woodson**
	164.0	Crossnore Academy**
	163.0	Crossroads Charter**
	162.5	J.H. Baker Jr High**
	161.5	Provisions Academy**
	159.0	Kennedy Charter**
	***	Grandfather Academy**

Notes: *Scale scores from the region tables are rounded up to the nearest five-tenths of a point.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***Data are not reported where number tested is fewer than five.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

End-of-Course Multiple-Choice Results

Figure 1. 1994-95 to 2003-04 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III,
by Course*



Notes: *Beginning in the 1998-99 school year Algebra II, Chemistry, Physical Science, and Physics were mandated statewide, data for these tests are not available prior to 1998-99.

**Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

ELPS and U.S. History tests were not administered statewide during the 2003-04 school year.

Data received from LEAs and charter schools after July 15, 2004 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 1. 1985-86 to 2003-04 End-of-Course Multiple-Choice Test Results
Statewide Summary**

	1985-86			1986-87			1987-88			1988-89			1989-90			1990-91		
	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹
	Average Core ²		Average Core ²		Average Core ²		Average Core ²		Average Core ²		Average Core ²		Average Core ²		Average Core ²		Average Core ²	
<u>Algebra I</u> 1985-86	63,330 37.7	67.8%	61,003 39.2	69.1%	59,723 39.2	70.5%	60,183 39.8	73.2%	59,085 40.6	72.3%	60,988 41.1	77.7%						
<u>Algebra II</u> 1986-87		Field Test	36,633 37.7	39.6%	36,414 36.2	39.0%	35,132 37.6	39.8%	35,310 37.4	41.7%	35,828 38.8	43.6%						
<u>Biology</u> 1986-87		Field Test	82,646 38.0	88.5%	77,154 39.0	87.5%	72,898 39.2	86.0%	72,329 40.4	87.9%	71,665 41.1	87.7%						
<u>Chemistry</u> 1988-89		Field Test					33,352 37.5	37.8%	32,801 38.5	38.7%	33,518 40.1	40.8%						
<u>ELPS</u> 1990-91								Field Test		Field Test		97.6%						
<u>English I</u> 1989-90								Field Test		Field Test		91.8%						
<u>Geometry</u> 1988-89								Field Test		Field Test		54.2%						
<u>Physical Science</u> 1990-91																		
<u>Physics</u> 1989-90																		
<u>U.S. History</u> 1987-88																		

Notes: ¹"Participation Index" is the number of students enrolled in the course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight.
²Average core score is the mean raw score on the common items for all students.

The year of implementation is listed below the subject.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 1. 1985-86 to 2003-04 End-of-Course Multiple-Choice Test Results
Statewide Summary (continued)

	1991-92			1992-93			1993-94			1994-95			1995-96			1996-97			1997-98		
	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	Number Tested	Participation Index ¹	
	Average Core ³	Standard Deviation	Average Core ³	Standard Deviation	Average Core ³	Standard Deviation	Average Core ³	Standard Deviation	Average Core ³	Standard Deviation	Average Core ³	Standard Deviation	Average Core ³	Standard Deviation	Average Core ³	Standard Deviation	Average Core ³	Standard Deviation	Average Core ³	Standard Deviation	
<u>Algebra I²</u>	66,424	81.2%	70,114	86.4%	69,162	N/A	80,370	94.0%	82,635	96.6%	83,777	95.0%	83,124	95.8%	83,124	95.8%	83,124	95.8%	83,124	95.8%	
1985-86	40.4	9.6	55.1	9.1	55.1	9.1	54.7	9.3	55.0	9.7	55.6	9.7	57.0	9.7	57.0	9.7	57.0	9.7	57.0	9.7	
<u>Algebra II</u>	37,221	45.5%	38,909	49.6%	42,497	51.9%	44,928	55.3%													
1986-87	38.2		38.8		37.6		38.3														
<u>Biology²</u>	71,832	91.5%	75,748	92.6%	74,840	92.2%	62,480	N/A	77,420	90.5%	78,725	92.0%	78,804	91.8%	78,804	91.8%	78,804	91.8%	78,804	91.8%	
1986-87	41.5		40.0	11.1	39.9	10.6	55.5	8.7	55.5	8.7	55.9	8.9	56.2	8.8	56.2	8.8	56.2	8.8	56.2	8.8	
<u>Chemistry</u>	34,682	42.4%	35,738	45.1%	38,462	47.0%	39,289	48.4%													
1988-89	39.3		40.1		39.1		40.6														
<u>ELPS</u>	79,313	96.9%	79,070	97.4%	81,290	97.0%	83,597	97.8%	82,577	96.5%	82,611	93.4%	77,348	89.5%	77,348	89.5%	77,348	89.5%	77,348	89.5%	
1990-91	42.8		43.7	11.5	43.4	11.3	44.0	11.7	43.4	11.9	53.8	9.3	54.8	9.1	54.8	9.1	54.8	9.1	54.8	9.1	
<u>English I²</u>	75,381	92.1%	76,183	93.8%	81,685	97.5%	67,748	N/A	85,411	99.8%	89,500	100.0%	88,307	100.0%	88,307	100.0%	88,307	100.0%	88,307	100.0%	
1989-90	67.0		66.7	18.0	66.4	17.7	53.1	8.9	53.1	8.9	53.2	8.9	53.6	8.8	53.6	8.8	53.6	8.8	53.6	8.8	
<u>Geometry</u>	46,623	59.4%	49,494	60.1%	53,932	66.4%	55,657	66.4%													
1988-89	39.1		38.8		38.6		38.6														
<u>Physical Science</u>	66,137	80.0%	63,036	77.6%	65,777	78.5%	66,106	77.3%													
1990-91	41.1		41.3		40.2		42.9														
<u>Physics</u>	10,075	12.2%	10,754	13.2%	10,803	13.8%	10,935	13.4%													
1989-90	39.4		39.5		39.7		40.2														
<u>U.S. History²</u>	65,329	79.9%	63,034	80.0%	65,872	80.5%	53,160	N/A	65,725	78.4%	68,613	79.9%	68,341	80.7%	68,341	80.7%	68,341	80.7%	68,341	80.7%	
1987-88	42.2		42.3	9.7	40.4	10.5	56.2	8.3	56.3	8.2	56.2	8.2	56.3	8.4	56.3	8.4	56.3	8.4	56.3	8.4	

Notes: ¹Participation Index¹ is the number of students enrolled in the course divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight.

²The Algebra I score in 1993-94 and the Biology, English I, and U.S. History scores in 1994-95 are the mean scale scores.

³Average core score is the mean raw score on the common items for all students.

The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1st to June 30th accountability year. Algebra I was first scaled in 1993-94; U.S. History, English I, Biology in 1994-95; Physical Science in 1995-96; and ELPS in 1996-97. Bold vertical lines between years indicate that the scores changed from mean raw core scores to mean scale scores and are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean scale scores. From 1995-96 to 1997-98, five tests were administered statewide in the five high school subject areas. Other end-of-course multiple-choice tests were administered as a local option and are not included in this report. Beginning in 1998-99, the ten tests in the table above were mandated statewide. Data for 1995-96 through 1997-98 are not available for Algebra II, Chemistry, Geometry, Physical Science, and Physics as these tests were not mandated during this period.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program

Table 1. 1985-86 to 2003-04 End-of-Course Multiple-Choice Test Results
Statewide Summary (continued)

	1998-99				1999-00				2000-01				2001-02				2002-03				2003-04			
	Number Tested	Percent Proficient*	Average Scale Score	Standard Deviation	Number Tested	Percent Proficient*	Average Scale Score	Standard Deviation	Number Tested	Percent Proficient*	Average Scale Score	Standard Deviation	Number Tested	Percent Proficient*	Average Scale Score	Standard Deviation	Number Tested	Percent Proficient*	Average Scale Score	Standard Deviation	Number Tested	Percent Proficient*	Average Scale Score	Standard Deviation
<u>Algebra I</u>	87,404	65.4%	90,109	68.9%	93,000	76.0%	99,542	78.9%	99,542	78.9%	107,032	78.6%	107,032	78.6%	110,094	80.0%	110,094	80.0%	110,094	80.0%	110,094	80.0%	110,094	80.0%
1985-86	58.0	9.6	59.5	10.5	61.1	9.3	62.5	9.8	62.5	9.8	62.5	9.8	62.5	9.8	62.5	9.8	62.5	9.8	62.5	9.8	62.5	9.8	62.5	9.8
<u>Algebra II</u>	48,956	59.0%	52,451	62.7%	54,902	73.0%	59,013	76.9%	59,013	76.9%	61,447	78.8%	61,447	78.8%	66,239	79.5%	66,239	79.5%	66,239	79.5%	66,239	79.5%	66,239	79.5%
1986-87	60.0	10.9	61.1	11.0	63.8	9.9	65.2	10.2	65.2	10.2	65.8	10.2	65.8	10.2	66.2	10.2	66.2	10.2	66.2	10.2	66.2	10.2	66.2	10.2
<u>Biology</u>	76,872	57.7%	80,549	57.6%	82,026	61.0%	84,302	69.3%	84,302	69.3%	87,043	61.0%	87,043	61.0%	92,035	61.5%	92,035	61.5%	92,035	61.5%	92,035	61.5%	92,035	61.5%
1986-87	56.0	8.5	56.1	8.5	56.8	8.5	57.9	7.6	57.9	7.6	56.6	7.8	56.6	7.8	56.7	7.8	56.7	7.8	56.7	7.8	56.7	7.8	56.7	7.8
<u>Chemistry</u>	41,261	60.5%	42,605	62.0%	43,702	65.5%	43,737	70.6%	43,737	70.6%	42,636	74.2%	42,636	74.2%	44,797	75.2%	44,797	75.2%	44,797	75.2%	44,797	75.2%	44,797	75.2%
1988-89	57.8	8.8	58.1	8.7	58.9	8.7	60.0	8.2	60.0	8.2	60.9	8.2	60.9	8.2	61.2	8.3	61.2	8.3	61.2	8.3	61.2	8.3	61.2	8.3
<u>ELPS</u>	77,740	67.4%	78,992	67.3%	90,209	70.0%	95,817	69.5%	95,817	69.5%	90,427	69.3%	90,427	69.3%	104,153	81.6%	104,153	81.6%	104,153	81.6%	104,153	81.6%	104,153	81.6%
1990-91	55.0	9.0	55.1	8.9	55.7	8.7	55.6	8.7	55.6	8.7	55.6	8.7	55.6	8.7	57.9	7.6	57.9	7.6	57.9	7.6	57.9	7.6	57.9	7.6
<u>English I</u>	89,679	64.6%	93,434	68.4%	94,707	68.3%	97,662	69.6%	97,662	69.6%	99,573	69.5%	99,573	69.5%	76,590	67.3%	76,590	67.3%	76,590	67.3%	76,590	67.3%	76,590	67.3%
1989-90	54.5	8.7	55.4	8.6	55.4	8.6	55.7	8.4	55.7	8.4	61.2	9.0	61.2	9.0	60.8	9.2	60.8	9.2	60.8	9.2	60.8	9.2	60.8	9.2
<u>Geometry</u>	60,764	58.4%	64,572	60.0%	65,480	63.9%	69,139	66.3%	69,139	66.3%	72,171	69.5%	72,171	69.5%	50,309	67.5%	50,309	67.5%	50,309	67.5%	50,309	67.5%	50,309	67.5%
1988-89	58.4	9.9	59.1	10.0	59.8	8.9	60.5	9.1	60.5	9.1	56.2	7.8	56.2	7.8	56.4	6.9	56.4	6.9	56.4	6.9	56.4	6.9	56.4	6.9
<u>Physical Science</u>	67,397	55.7%	67,066	57.1%	39,182	59.9%	39,783	61.5%	39,783	61.5%	46,606	64.0%	46,606	64.0%	10,557	85.3%	10,557	85.3%	10,557	85.3%	10,557	85.3%	10,557	85.3%
1990-91	54.5	9.0	54.9	8.7	55.5	8.7	55.8	7.9	55.8	7.9	56.2	7.8	56.2	7.8	60.8	8.9	60.8	8.9	60.8	8.9	60.8	8.9	60.8	8.9
<u>Physics</u>	11,221	72.0%	11,429	72.9%	10,948	74.4%	11,551	84.4%	11,551	84.4%	10,776	83.4%	10,776	83.4%	10,557	85.3%	10,557	85.3%	10,557	85.3%	10,557	85.3%	10,557	85.3%
1989-90	56.8	9.2	57.1	9.0	57.0	8.5	60.7	9.2	60.7	9.2	60.6	9.4	60.6	9.4	60.8	8.9	60.8	8.9	60.8	8.9	60.8	8.9	60.8	8.9
<u>U.S. History</u>	70,187	51.0%	70,930	46.9%	73,742	50.5%	77,527	50.1%	77,527	50.1%	79,106	54.9%	79,106	54.9%	10,557	85.3%	10,557	85.3%	10,557	85.3%	10,557	85.3%	10,557	85.3%
1987-88	56.6	8.3	55.8	8.3	56.6	8.4	56.4	8.3	56.4	8.3	57.4	8.4	57.4	8.4	60.8	8.9	60.8	8.9	60.8	8.9	60.8	8.9	60.8	8.9

Notes: *Beginning with the data from 1998-99, "Percent Proficient" is reported instead of the "Participation Index."

ELPS and U.S. History tests were not administered statewide during the 2003-04 school year.

The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program

**Table 2. 2002-03 to 2003-04 End-of-Course Multiple-Choice Test Results
Comparison of Percent of Students At or Above Achievement Level III,
by Ethnicity**

Course	2003-04			Percent of Students At or Above Achievement Level III													
	Number Tested	Mean Scale Score	Standard Deviation	2002-03 State	2003-04 State	2002-03 American Indian	2003-04 American Indian	2002-03 Asian	2003-04 Asian	2002-03 Black	2003-04 Black	2002-03 Hispanic	2003-04 Hispanic	2002-03 Multi-Racial	2003-04 Multi-Racial	2002-03 White	2003-04 White
Algebra I	110,094	62.9	9.9	78.6	80.0	72.1	77.4	86.7	87.6	63.3	65.4	72.4	72.6	79.6	81.3	86.4	87.6
Algebra II	66,239	66.2	10.2	78.8	79.5	70.0	73.6	85.3	85.7	61.5	62.3	75.2	74.7	79.0	75.7	84.8	86.1
Biology	92,035	56.7	7.8	61.0	61.5	47.5	48.2	68.3	69.2	36.0	36.9	46.3	45.3	66.1	66.6	73.2	74.1
Chemistry	44,797	61.2	8.3	74.2	75.2	66.6	66.0	78.9	82.8	52.4	53.9	65.2	67.0	73.2	73.8	80.8	81.7
English I	104,153	57.9	7.6	81.6	81.6	67.1	73.7	85.7	84.5	69.0	69.0	64.4	63.9	85.1	86.3	88.8	89.2
Geometry	76,590	60.8	9.2	69.5	67.3	57.9	54.9	77.7	77.0	41.7	39.9	62.3	56.2	68.9	65.7	81.2	79.5
Physical Science	50,309	56.4	6.9	64.0	67.5	53.9	61.7	68.9	75.2	44.7	46.5	53.3	57.5	63.2	68.1	74.3	79.0
Physics	10,557	60.8	8.9	83.4	85.3	69.7	73.7	86.4	83.4	60.6	64.0	76.3	81.1	89.1	85.6	87.4	89.2

Notes: ELPS and U.S. History tests were not administered statewide during the 2003-04 school year.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 3. 1999-00 to 2003-04 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, by Course and Gender
(Algebra I, Algebra II, and Geometry)**

Level	Gender	1999-00 Algebra I	2000-01 Algebra I	2001-02 Algebra I	2002-03 Algebra I	2003-04 Algebra I	1999-00 Algebra II	2000-01 Algebra II	2001-02 Algebra II	2002-03 Algebra II	2003-04 Algebra II	1999-00 Geometry	2000-01 Geometry	2001-02 Geometry	2002-03 Geometry	2003-04 Geometry
Achievement Level I	Male	4,708	1,621	1,579	1,707	1,778	2,175	666	595	514	471	2,733	1,368	1,307	1,288	1,444
	Female	3,436	1,330	1,113	1,210	1,197	2,560	708	599	490	454	3,490	1,709	1,687	1,489	1,814
Achievement Level II	Male	9,904	10,051	9,591	10,727	10,161	6,616	6,044	5,582	5,467	5,789	8,506	8,510	8,391	7,910	9,017
	Female	10,012	9,299	8,710	9,269	8,866	8,238	7,430	6,873	6,576	6,855	11,084	12,023	11,883	11,348	12,806
Achievement Level III	Male	16,953	19,736	19,236	20,827	21,162	8,391	9,832	10,126	10,579	11,149	11,029	13,114	13,655	14,097	14,884
	Female	18,017	21,714	21,799	22,965	23,491	10,464	12,310	12,906	13,470	14,159	12,492	14,445	15,097	15,960	16,894
Achievement Level IV	Male	13,269	14,709	18,435	19,846	21,190	6,667	8,813	10,912	11,690	13,020	7,825	7,663	8,946	10,286	10,198
	Female	13,809	14,540	19,079	20,479	22,249	7,339	9,098	11,420	12,660	14,342	7,412	6,648	8,173	9,793	9,533
Percent At or Above Level III ²	Male	30,222	34,445	37,671	40,673	42,352	15,058	18,645	21,038	22,269	24,169	18,854	20,777	22,601	24,383	25,082
	Female	31,826	36,254	40,878	43,444	45,740	17,803	21,408	24,326	26,130	28,501	19,904	21,093	23,270	25,753	26,427
State Results	Male	44,834	46,117	48,841	53,107	54,291	23,849	25,355	27,215	28,250	30,429	30,093	30,655	32,299	33,581	35,543
	Female	45,274	46,883	50,701	53,923	55,803	28,601	29,546	31,798	33,196	35,810	34,478	34,825	36,840	38,590	41,047

Notes: ¹"N" is the number of students who took an end-of-course test in the indicated subject.

² "Percent At or Above Level III" is calculated based on actual N counts and is not the sum of each percent.

Due to rounding, gender categories in some subjects may not add to 100.0 percent.

When summed, gender N counts may not match the state N counts because gender was not coded on some student answer sheets.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 4. 2003-04 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level,
by Course and Gender
(Biology, Chemistry, English I, Physical Science, and Physics)

Level	Gender	Biology		Chemistry		English I		Physical Science		Physics	
		N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%
Achievement Level I	Male	5,055	11.2	1,031	5.2	3,013	5.8	863	3.4	99	1.6
	Female	4,476	9.5	1,390	5.6	1,204	2.3	801	3.2	152	3.4
Achievement Level II	Male	11,860	26.3	3,349	16.9	9,003	17.2	6,562	26.1	547	9.0
	Female	14,074	30.0	5,319	21.3	5,929	11.4	8,104	32.2	755	16.9
Achievement Level III	Male	19,999	44.3	7,502	38.0	22,391	42.8	13,197	52.5	2,417	39.7
	Female	21,673	46.2	10,611	42.4	21,921	42.3	13,233	52.6	2,065	46.1
Achievement Level IV	Male	8,181	18.1	7,886	39.9	17,964	34.3	4,530	18.0	3,018	49.6
	Female	6,717	14.3	7,709	30.8	22,728	43.9	3,019	12.0	1,504	33.6
Percent At or Above Level III ²	Male	28,180	62.5	15,388	77.8	40,355	77.1	17,727	70.5	5,435	89.4
	Female	28,390	60.5	18,320	73.2	44,649	86.2	16,252	64.6	3,569	79.7
State Results	Male	N ¹	%	N ¹	%	N ¹	%	N ¹	%	N ¹	%
	Female	45,095	49.0	19,768	44.1	52,371	50.3	25,152	50.0	6,081	57.6
		46,940	51.0	25,029	55.9	51,782	49.7	25,157	50.0	4,476	42.4

Notes: ¹Nⁿ is the number of students who took an end-of-course test in the indicated subject.

²Percent At or Above Level IIIⁿ is calculated based on actual N counts and is not the sum of each percent.

ELPS and U.S. History tests were not administered statewide during the 2003-04 school year.

Due to rounding, gender categories in some subjects may not add to 100.0 percent.

When summed, gender N counts may not match the state N counts because gender was not coded on some student answer sheets.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 5. 2003-04 End-of-Course Goal Summary Report
Algebra I**

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
ALGEBRA 1	62.9	110,094	80	
GOAL 1: Operations on real numbers and polynomials			36	63.5
Obj 1.1: Operate with real numbers			12	57.1
Obj 1.2: Operate with polynomials			12	64.5
Obj 1.3: Factor polynomials			12	69.0
GOAL 2: Solve problems in a geometric context			12	54.5
Obj 2.1: Formulas/algebraic expressions to solve problems			6	54.4
Obj 2.2: Express algebraically various geometric patterns			6	54.7
GOAL 3: Graph and use relations and functions to solve problems			168	53.8
Obj 3.1: Translate words to expressions/equations			6	52.8
Obj 3.2: Properties of data in tables, graphs, equations			12	65.0
Obj 3.3: Distinguish relations vs. functions, independent vs. dependant variables, domain vs. range			12	48.1
Obj 3.4: Graph/interpret in the context of the problems on the coordinate plane			15	58.5
Obj 3.5: Slopes of linear relationships to solve problems			18	53.5
Obj 3.6: Write equation of and graph linear relationships			18	54.5
Obj 3.7: Effects of changes in slope/intercepts on the graph and equation of a line			18	48.1
Obj 3.8: Use linear equations/inequalities to solve problems			18	52.7
Obj 3.9: Use linear equations or inequalities in two variables to solve problems			15	56.5
Obj 3.10: Graph quadratic equations			12	55.9
Obj 3.11: Use quadratic equations to solve problems			12	50.3
Obj 3.12: User formulas/graphs with exponential functions			12	51.2
GOAL 4: Collect/interpret data to solve problems			24	56.6
Obj 4.1: Use matrices to display and interpret data			6	62.1
Obj 4.2: Identify linear and non-linear data			6	54.7
Obj 4.3: Use linear models based on real data			12	54.7
NUMBER OF STUDENTS	A	B	C	
TAKING FORM	-----	-----	-----	
	37,371	37,158	37,157	

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 6. 2003-04 End-of-Course Goal Summary Report
Algebra II**

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
ALGEBRA 2	66.2	66,239	60	
GOAL 1: Operations with numbers and polynomials to solve problems			24	48.3
Obj 1.1: Operate with numbers			9	54.7
Obj 1.2: Operate with algebraic expressions			15	44.5
GOAL 2: Describe geometric figures algebraically in coordinate plane			9	61.4
Obj 2.1: Write equations in standard form of circles and parabolas			6	63.4
GOAL 3: Graph and use relations and functions to solve problems			120	53.8
Obj 3.1: Describe graphically, algebraically, and verbally real world phenomena as functions; identify the independent and dependent variables			6	41.3
Obj 3.2: Translate among graphic, algebraic, and verbal representations of relations			6	55.6
Obj 3.3: Graph relations/functions and find zero of functions			6	71.9
Obj 3.4: Find the composition and inverse of functions			6	58.3
Obj 3.5: Use quadratic equations and inequalities to solve problems			15	52.2
Obj 3.6: Find and interpret the maximum and minimum values and intercepts of a quadratic function			6	43.8
Obj 3.7: Use polynomial equations (to 4th degree) to solve problems			6	71.9
Obj 3.8: Find zeros, intercepts, and approximate turning points of polynomial functions			6	46.2
Obj 3.10: Use rational equations to solve problems			6	44.4
Obj 3.11: Use equations with radical expressions to solve problems			6	60.1
Obj 3.12: Use systems of two or more equations to solve problems			12	57.5
Obj 3.13: Use systems of three or more inequalities to solve problems			6	40.8
Obj 3.14: Use equations and inequalities with absolute value to solve problems			6	53.2
Obj 3.15: Write and graph exponential functions			6	48.5
Obj 3.16: Recognize as inverses the exponential and logarithmic functions			6	64.4
Obj 3.17: Use logarithmic/exponential functions to solve problems			12	48.9
GOAL 4: Collect, organize, and interpret data with functions of best-fit and matrices to solve problems			27	49.6
Obj 4.1: Use equations of curves (linear, exponential, quadratic) which models a set of data			6	42.9
Obj 4.2: Find equations of the curve of best fit (linear, exponential, quadratic) for a set of data			6	41.5
Obj 4.3: Use exponential equations with rate of growth or decay to solve problems			6	50.5
Obj 4.4: Operate with matrices to solve problems			9	58.9
NUMBER OF STUDENTS TAKING FORM	A	B	D	
	22,432	22,390	22,347	

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 7. 2003-04 End-of-Course Goal Summary Report
Biology**

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct	
BIOLOGY	56.7	92,035	88		
GOAL 1: Understand physical, chemical, and cellular basis of life			85	53.4	
Obj 1.1: Matter-energy relationships of living/non-living things			20	55.5	
Obj 1.2: Describe the structure and function of cell organelles			20	52.4	
Obj 1.4: Importance of water to cells; transport into/out of cells			10	58.2	
Obj 1.5: Structure and function of enzymes			10	57.9	
Obj 1.6: Bioenergetic reactions: aerobic/anaerobic respiration, photosynthesis, chemosynthesis			20	50.5	
GOAL 2: Continuity of life and changes in organisms over time			135	55.2	
Obj 2.1: Molecular basis of heredity/DNA; protein synthesis			20	54.1	
Obj 2.2: Characteristics of asexual and sexual reproduction			20	49.3	
Obj 2.3: Use laws of probability to predict inheritance patterns			25	49.3	
Obj 2.4: DNA technology and forensics, medicine, agriculture			20	61.6	
Obj 2.5: Role of genetics and environment in health and disease			15	63.4	
Obj 2.6: Examine the development of the Theory of Evolution: origins of life, patterns, variation, natural selection			35	56.1	
GOAL 3: Understand the unity and diversity of life			80	60.7	
Obj 3.1: Variety of living organisms and evolutionary relationships			15	71.5	
Obj 3.2: Classify organisms according to current accepted systems			15	61.6	
Obj 3.3: Form and function of organisms (plant/animal systems)			25	54.5	
Obj 3.4: Compare/contrast characteristics of major organism phyla			15	57.7	
Obj 3.5: Factors that influence growth/development of organisms			10	63.1	
GOAL 4: Understand ecological relationships of organisms			85	58.5	
Obj 4.1: Interrelationships of organisms, populations, communities, ecosystems, biomes			17	60.7	
Obj 4.2: Cycling of matter: water, carbon, and nitrogen in systems			18	44.4	
Obj 4.3: Explain the flow of energy through ecosystems			20	63.7	
Obj 4.4: Describe successional changes in ecosystems			10	58.1	
Obj 4.5: Human activities that influence/modify the environment: global warming, human population growth, pesticides			20	64.6	
Goal 5: Behavior of organisms resulting from heredity/environment			50	63.6	
Obj 5.1: Survival of organisms and suitable adaptations to environmental pressures			15	68.8	
Obj 5.3: Types of animal behaviors (ex. taxis, reflexes, instincts)			10	77.9	
Obj 5.4: Biological clocks and rhythmic behavior of organisms			10	55.3	
Obj 5.5: Evolution of behavioral adaptations; population survivals			10	61.0	
NUMBER OF STUDENTS TAKING FORM	D	E	F	G	H
	19,208	11,951	30,973	11,750	18,998

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 8. 2003-04 End-of-Course Goal Summary Report
Chemistry**

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
CHEMISTRY	61.2	44,797	88	
GOAL 1: Understand the structure and properties of matter			96	54.8
Obj 1.1: Summarize the development of current atomic theory			8	54.3
Obj 1.2: Nature of atomic structure (ex. protons, neutrons, electrons, atomic mass, atomic number, isotopes)			16	61.8
Obj 1.3: Apply the language and symbols of chemistry			16	61.4
Obj 1.4: Identify substances using their physical properties (ex. melting/boiling points, density, color, solubility)			12	55.9
Obj 1.5: Atomic nucleus, radioactive isotopes and their application			16	52.1
Obj 1.6: Kinetic molecular theory: Ideal Gas Equation, Combined Gas Law, Graham's Law, Dalton's Law of Partial Pressures			16	54.5
Obj 1.7: Assess structure of compounds relating bonding and molecular geometry to chemical and physical properties; ionic bonds, covalent bonds, metallic bonds			12	40.2
GOAL 2: Understand the regularities of chemistry			124	56.9
Obj 2.1: Use the Periodic Table and analyze the periodic nature of the chemical properties of elements			20	53.0
Obj 2.2: Analyze the mole concept and Avogadro's number; calculate mole to molecule, mass to moles, gas volume to moles, molarity of solutions			20	55.1
Obj 2.3: Identify and balance various types of chemical equations			28	66.0
Obj 2.4: Calculate quantitative relationships in chemical reactions			24	53.9
Obj 2.5: Identify the indicators of chemical change: formation of a precipitate, evolution of a gas, color change, absorption or release of heat			16	68.1
Obj 2.6: Track electron transfers in oxidation/reduction reactions and assign oxidation numbers; identify oxidizing/reduction agents and assess practical applications of these reactions			16	41.2
GOAL 3: Build an understanding of energy changes in chemistry			68	50.0
Obj 3.1: Changes (emission/absorption) in electron energies in the hydrogen atom (electromagnetic radiation, light, photons)			12	45.5
Obj 3.2: Law of conservation of energy, energy transformation and various forms of energy involved in chemical reactions			16	42.5
Obj 3.3: Compare/contrast the nature of heat and temperature			16	57.7
Obj 3.4: Calorimetric measurement and energy in changes of state			16	52.4
Obj 3.5: Energy transfer and disorder in the universe: nuclear, fossil fuels, solar, alternative sources			8	51.7
GOAL 4: Build an understanding of equilibrium and kinetics			64	48.4
Obj 4.1: Dynamics of physical and chemical equilibria: phase changes, forward and reversible reactions			12	53.5
Obj 4.2: Factors that alter the equilibrium in a chemical reaction			16	37.3
Obj 4.3: Reaction rates and factors that influence reaction rates			16	57.9
Obj 4.4: Compare/contrast the nature, behavior, concentration and strength of acids/bases: acid-base neutralization, pH, degree of dissociation/ionization, electrical conductivity			20	46.7

NUMBER OF STUDENTS	I	J	K	L
TAKING FORM	-----	-----	-----	-----
	10,266	14,996	14,976	4,743

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 9. 2003-04 End-of-Course Goal Summary Report
English I**

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct	
ENGLISH 1	57.9	104,153	72		
GOAL 1: Express reflections and reactions to print and non-print text and personal experiences					
* Obj 1.1: Narrate personal experiences that offer: scenes and incidents located in place/time, vivid impressions of being in setting, sense of narrator's personal voice			9	65.4	
GOAL 2: Explain meaning, describe processes, and answer research questions to inform an audience					
* Obj 2.1: Demonstrate the ability to read and listen to explanatory texts: comprehension of main ideas, summarize major steps, determine clarity and accuracy of text			23	60.5	
GOAL 3: Examine argumentation and develop informed opinions			15	70.7	
Obj 3.1: Study argument by examining: relevant reasons and evidence; style, tone, and use of language for effect; rhetorical strategies that support proposals; personal, social, historical, or cultural influences and biases			10	72.1	
Obj 3.3: Support that informed opinion using: relevant reasons; evidence (experience or facts); appropriate language; awareness of possible concerns, counterarguments			4	67.1	
GOAL 4: Create and use standards to critique communication			34	57.9	
Obj 4.2: Read and critique various genres by: using preparation, engagement and reflection strategies; use standards to evaluate aspects of work or work as a whole; judge impact of different stylistic and literary devices			29	59.0	
GOAL 5: Understand various literary genres, concepts, elements and terms					
* Obj 5.1: Read and analyze various literary works			135	63.6	
GOAL 6: Apply conventions of grammar and language usage			141	69.0	
Obj 6.1: Understand conventional written and spoken expressions			71	69.8	
Obj 6.2: Discern and correct errors in spoken and written English			70	67.9	
NUMBER OF STUDENTS TAKING FORM	A	B	C	E	F
	35,246	35,010	276	23,167	11,548

Notes: *All tested items for goals 1, 2, and 5 belong to one objective.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 10. 2003-04 End-of-Course Goal Summary Report
Geometry

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct	
GEOMETRY	60.8	76,590	72		
GOAL 2: Use properties of geometric figures to solve problems and write proofs			310	57.8	
Obj 2.3: Find the length and midpoint of a segment in two or three dimensions to solve problems			15	72.2	
Obj 2.5: Use the structure (definitions, postulates, theorems, properties) of deductive reasoning to solve problems			15	63.6	
Obj 2.7: Write direct and indirect proofs			15	60.6	
Obj 2.8: Use properties, definitions, and theorems of angles and lines to solve problems and write proofs			30	70.8	
Obj 2.9: Use properties, definitions, and theorems of polygons			20	48.2	
Obj 2.10: Identify and model regular and non-regular polyhedra			10	69.0	
Obj 2.11: Use coordinate geometry to confirm properties of polygons			20	59.3	
Obj 2.12: Properties of quadrilaterals to solve problems/write proofs			15	56.2	
Obj 2.13: Properties of triangles: similar, congruent, isosceles, equilateral triangles; relationships of corresponding parts of triangles; altitudes, bisectors, medians			30	58.1	
Obj 2.14: Properties of triangles: interior/exterior angles; segment joining midpoints of sides; segments divided proportionally			15	67.5	
Obj 2.15: Properties of right triangles: geometric mean; Pythagorean Theorem and its converse; special right triangles, definitions of sine, cosine, and tangent			35	55.6	
Obj 2.16: Properties of circles: definition of circle; equations of circle, center, radius length; congruent and concentric circles, and their common tangents; inscribed figures			30	47.3	
Obj 2.17: Properties of circles: arcs and angles; chords, tangents, secants, and radii of a circle			15	60.4	
Obj 2.19: Use formulas to solve problems related to perimeter, circumference, areas, and surface area of geometric figures and ratios of these parts of similar figures			25	47.6	
GOAL 3: Solve problems with geometric figures on a coordinate plane			35	47.7	
Obj 3.1: Use slopes to determine if two lines are parallel or perpendicular			10	45.1	
Obj 3.2: Write the equation of a line parallel or perpendicular to a give line through a point			10	44.0	
Obj 3.3: Transform polygons in the coordinate plane; describe transformation in simple algebraic terms.			15	51.8	
GOAL 4: Use geometric figures to solve problems with probability			15	51.0	
NUMBER OF STUDENTS TAKING FORM	A	B	C	D	E
	9,078	25,867	25,807	268	16,501

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 11. 2003-04 End-of-Course Goal Summary Report
Physical Science

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
PHYSICAL SCIENCE	56.4	50,309	86	
GOAL 1: Construct an understanding of mechanics			96	54.8
Obj 1.1: Analyze uniform and accelerated motion			36	52.4
Obj 1.2: Forces and their relationship to motion, Newton's Three Laws of Motion			30	57.8
Obj 1.3: Analyze conservation of energy and work: power, kinetic and potential energy, conservation of mechanical energy			30	54.7
GOAL 2: Build an understanding of thermal energy			48	58.4
Obj 2.1: Relation of molecular motion to temperature and phase changes: thermal energy, expansion/contraction, specific heat, temperature, heats of fusion and vaporization			18	61.2
Obj 2.2: Conservation of total amount of energy in a closed system First Law of Thermodynamics			12	61.2
Obj 2.3: Analyze the Second Law of Thermodynamics: heat will not flow spontaneously from a cold to a hot body			18	53.7
GOAL 3: Construct an understanding of electricity and magnetism			72	56.1
Obj 3.2: Electrical charging by friction, induction or conduction			18	52.6
Obj 3.3: Direct current electrical circuits: electrical potential difference, resistance, Ohm's Law, simple direct current, series circuit, and parallel circuit			18	48.6
Obj 3.4: Magnetism and relation to movement of electrical charge			24	59.8
GOAL 4: Understand wave motion and the wave nature of sound and light			30	55.1
Obj 4.1: Characteristics of waves: wavelength, frequency, period, amplitude			18	57.2
Goal 5: Understand the structure and properties of matter			108	49.1
Obj 5.1: Development of current atomic theory: Dalton, Bohr, J.J. Thomsom, Rutherford			18	36.5
Obj 5.2: The nature of atomic Structure: protons, neutrons, electrons, atomic mass, atomic number, isotopes			24	54.5
Obj 5.3: Radioactivity and its application as an energy source			12	42.0
Obj 5.4: Use physical properties in identifying substances: density specific heat, melting point, boiling point			18	55.2
Obj 5.5: Formation of simple inorganic compounds from elements			12	38.8
Obj 5.6: Periodic trends in elements physical/chemical properties			24	57.2
Goal 6: Understand regularities of chemistry			162	48.3
Obj 6.1: Common chemical reactions (ex. oxidation, reduction)			12	39.9
Obj 6.2: Identify reactants, products and balance simple equations			36	53.6
Obj 6.3: Measure temperature, pressure, and volume of gases (Boyle's Law, Charles' Law)			18	44.3
Obj 6.4: Analyze aqueous solutions and solubility			42	54.5
Obj 6.5: Indicators of chemical change (ex. precipitates, gases)			30	43.7
Obj 6.6: Composition of strong/weak solutions of acids or bases: degree of dissociation or ionization, pH, concentration, strength, electrical conductivity			24	42.4

NUMBER OF STUDENTS	H	J	K	L	M	N
TAKING FORM	81	61	16,980	16,949	7,293	9,511

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 12. 2003-04 End-of-Course Goal Summary Report**Physics**

	Scale Score Mean	Number of Observations	# of Items	Mean Percent Correct
PHYSICS	60.8	10,557	70	
GOAL 1: Build an understanding of physical motion			45	68.8
Obj 1.1: Velocity as a rate of change of position			10	78.0
Obj 1.2: Speed and velocity as scalar and vector quantities			10	56.8
Obj 1.4: Acceleration as rate of change in velocity			10	78.3
Obj 1.5: Analyze graphically and mathematically the relationships among position, velocity, acceleration, and time			10	65.9
GOAL 2: Understand two-dimensional motion			25	56.6
Obj 2.1: Projectile and circular two-dimensional motion in a defined frame of reference			10	53.5
GOAL 3: Understand forces			35	56.5
Obj 3.1: Conditions required to maintain body in state of static equilibrium			10	56.6
Obj 3.2: Nature and magnitude of gravitational forces (Newton's Law of Universal Gravitation)			10	49.2
Obj 3.4: Nature of centripetal forces			10	64.8
GOAL 4: Understand Newton's Laws of Motion			35	66.6
Obj 4.1: Newton's 1st Law of Motion, The Law of Inertia			15	68.0
Obj 4.2: Newton's 2nd Law (force/mass of body produce acceleration)			10	69.9
Obj 4.3: Newton's 3rd Law (forces as interactions between bodies)			10	61.2
Goal 5: Understand nature of mechanical energy			35	62.9
Obj 5.3: Principle of conservation of mechanical energy			10	59.3
Obj 5.4: Transfer of mechanical energy through work			15	52.3
Goal 6: Understand impulse and momentum			25	59.0
Goal 7: Understand wave motion and the wave nature of sound and light			70	58.9
Obj 7.1: Character of waves (wavelength/frequency/period/amplitude)			20	68.5
Obj 7.2: Behavior of waves in various media			10	56.6
Obj 7.3: Behavior of waves at media boundaries (reflection/refraction)			20	50.7
Obj 7.4: Analyze the diffraction of waves			10	53.9
Goal 8: Understand basic elementary principles of thermodynamics			20	58.0
Obj 8.2: Conservation of energy using First Law of Thermodynamics			10	64.1
Goal 9: Understand static electricity			20	48.7
Obj 9.1: Coulomb's Law: inverse square relationship among force, charge, and distance			10	48.3
Goal 10: Understand direct current electrical circuits			40	66.2
Obj 10.1: Relationship among potential difference, current, and resistance in a direct current circuit			15	72.8
Obj 10.2: Relationship among current, voltage, and resistance in series and parallel circuits			15	58.3
Obj 10.3: Nature of power in an electrical circuit			10	68.3

NUMBER OF STUDENTS TAKING FORM	F	G	H	I	J
	3,524	1,171	2,355	1,187	2,339

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 13. 2003-04 End-of-Course Distribution of Scale Scores
Algebra I

NUMBER OF STUDENTS WITH VALID SCORES	110,094	<u>HIGH SCORE</u>	96
		<u>LOW SCORE</u>	31
<u>MEAN</u>	62.9	2004 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	9.9	90	76.10
		75	69.68
		50 (<u>MEDIAN</u>)	62.85
<u>VARIANCE</u>	97.3	25	55.98
		10	50.12

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
96	29	110094	0.03	100.00	99
95	15	110065	0.01	99.97	99
94	50	110050	0.05	99.96	99
93	60	110000	0.05	99.91	99
92	50	109940	0.05	99.86	99
91	153	109890	0.14	99.81	99
90	85	109737	0.08	99.68	99
89	197	109652	0.18	99.60	99
88	226	109455	0.21	99.42	99
87	133	109229	0.12	99.21	99
86	505	109096	0.46	99.09	99
85	346	108591	0.31	98.63	99
84	465	108245	0.42	98.32	99
83	525	107780	0.48	97.90	99
82	854	107255	0.78	97.42	98
81	969	106401	0.88	96.65	98
80	1042	105432	0.95	95.77	97
79	1156	104390	1.05	94.82	97
78	1237	103234	1.12	93.77	96
77	2342	101997	2.13	92.65	95
76	1436	99655	1.30	90.52	94
75	2037	98219	1.85	89.21	93
74	2155	96182	1.96	87.36	91
73	2374	94027	2.16	85.41	90
72	3145	91653	2.86	83.25	88
71	2586	88508	2.35	80.39	86
70	4076	85922	3.70	78.04	83
69	3657	81846	3.32	74.34	80
68	2935	78189	2.67	71.02	77
67	4556	75254	4.14	68.35	74
66	4043	70698	3.67	64.22	70
65	3385	66655	3.07	60.54	67
64	5006	63270	4.55	57.47	63
63	4916	58264	4.47	52.92	59
62	3340	53348	3.03	48.46	55
61	4251	50008	3.86	45.42	51
60	4933	45757	4.48	41.56	46
59	4153	40824	3.77	37.08	42
58	3228	36671	2.93	33.31	38
57	4778	33443	4.34	30.38	34
56	2206	28665	2.00	26.04	30
55	4457	26459	4.05	24.03	26
54	2199	22002	2.00	19.98	23
53	2752	19803	2.50	17.99	20
52	2736	17051	2.49	15.49	17
51	2626	14315	2.39	13.00	14
50	1766	11689	1.60	10.62	12
49	1658	9923	1.51	9.01	10
48	1575	8265	1.43	7.51	8
47	1370	6690	1.24	6.08	6

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 13. 2003-04 End-of-Course Distribution of Scale Scores
Algebra I (continued)

NUMBER OF STUDENTS WITH VALID SCORES	110,094	<u>HIGH SCORE</u>	96
		<u>LOW SCORE</u>	31
<u>MEAN</u>	62.9	2004 STATE PERCENTILES	SCALE SCORE
<u>STANDARD DEVIATION</u>	9.9	90	76.10
		75	69.68
		50 (<u>MEDIAN</u>)	62.85
<u>VARIANCE</u>	97.3	25	55.98
		10	50.12

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
46	1282	5320	1.16	4.83	5
45	1063	4038	0.97	3.67	4
44	868	2975	0.79	2.70	3
43	682	2107	0.62	1.91	2
42	515	1425	0.47	1.29	1
41	348	910	0.32	0.83	1
40	224	562	0.20	0.51	1
39	171	338	0.16	0.31	1
38	67	167	0.06	0.15	1
37	50	100	0.05	0.09	1
36	14	50	0.01	0.05	1
LESS THAN 36	36	36	0.03	0.03	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 14. 2003-04 End-of-Course Distribution of Scale Scores
Algebra II

NUMBER OF STUDENTS WITH VALID SCORES	66,239	HIGH SCORE	102		
MEAN	66.2	LOW SCORE	33		
STANDARD DEVIATION	10.2	2004 STATE PERCENTILES	SCALE SCORE		
VARIANCE	104.9	90	79.68		
		75	73.03		
		50 (MEDIAN)	66.00		
		25	58.92		
		10	52.90		
FREQUENCY DISTRIBUTION					
SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
102	1	66239	0.00	100.00	99
101	7	66238	0.01	100.00	99
99	18	66231	0.03	99.99	99
97	49	66213	0.07	99.96	99
95	106	66164	0.16	99.89	99
93	176	66058	0.27	99.73	99
91	253	65882	0.38	99.46	99
90	200	65629	0.30	99.08	99
89	116	65429	0.18	98.78	99
88	415	65313	0.63	98.60	99
87	331	64898	0.50	97.98	99
86	589	64567	0.89	97.48	99
85	221	63978	0.33	96.59	98
84	719	63757	1.09	96.25	98
83	790	63038	1.19	95.17	97
82	855	62248	1.29	93.97	96
81	913	61393	1.38	92.68	96
80	1055	60480	1.59	91.31	95
79	1216	59425	1.84	89.71	94
78	1248	58209	1.88	87.88	92
77	1365	56961	2.06	85.99	90
76	1519	55596	2.29	83.93	89
75	1556	54077	2.35	81.64	87
74	1711	52521	2.58	79.29	85
73	2407	50810	3.63	76.71	82
72	2607	48403	3.94	73.07	79
71	2627	45796	3.97	69.14	75
70	2114	43169	3.19	65.17	72
69	2178	41055	3.29	61.98	69
68	2256	38877	3.41	58.69	66
67	2297	36621	3.47	55.29	62
66	2416	34324	3.65	51.82	59
65	2438	31908	3.68	48.17	55
64	2469	29470	3.73	44.49	51
63	2450	27001	3.70	40.76	48
62	2475	24551	3.74	37.06	44
61	2438	22076	3.68	33.33	40
60	1510	19638	2.28	29.65	36
59	2304	18128	3.48	27.37	33
58	2255	15824	3.40	23.89	29
57	2138	13569	3.23	20.48	25
56	1347	11431	2.03	17.26	22
55	633	10084	0.96	15.22	20
54	1848	9451	2.79	14.27	18
53	1643	7603	2.48	11.48	15
52	994	5960	1.50	9.00	12
51	472	4966	0.71	7.50	11
50	1243	4494	1.88	6.78	9
49	639	3251	0.96	4.91	7
48	308	2612	0.46	3.94	5
47	794	2304	1.20	3.48	4
46	585	1510	0.88	2.28	3
45	249	925	0.38	1.40	2
44	272	676	0.41	1.02	1
43	79	404	0.12	0.61	1
42	142	325	0.21	0.49	1
41	104	183	0.16	0.28	1
40	46	79	0.07	0.12	1
LESS THAN 40	33	33	0.05	0.05	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 15. 2003-04 End-of-Course Distribution of Scale Scores
Biology

NUMBER OF STUDENTS WITH VALID SCORES	92,035	<u>HIGH SCORE</u>	85
		<u>LOW SCORE</u>	28
<u>MEAN</u>	56.7	2004 STATE PERCENTILES	SCALE SCORE
		90	66.62
<u>STANDARD DEVIATION</u>	7.8	75	62.14
		50 (<u>MEDIAN</u>)	56.91
<u>VARIANCE</u>	61.5	25	51.48
		10	46.37

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2002 STATE PERCENTILE
85	3	92035	0.00	100.00	99
84	1	92032	0.00	100.00	99
83	13	92031	0.01	100.00	99
82	4	92018	0.00	99.98	99
81	28	92014	0.03	99.98	99
80	71	91986	0.08	99.95	99
79	10	91915	0.01	99.87	99
78	125	91905	0.14	99.86	99
77	178	91780	0.19	99.72	99
76	248	91602	0.27	99.53	99
75	299	91354	0.32	99.26	99
74	370	91055	0.40	98.94	99
73	468	90685	0.51	98.53	98
72	679	90217	0.74	98.02	97
71	662	89538	0.72	97.29	96
70	1460	88876	1.59	96.57	95
69	1120	87416	1.22	94.98	93
68	2121	86296	2.30	93.76	92
67	1524	84175	1.66	91.46	89
66	2524	82651	2.74	89.80	86
65	2990	80127	3.25	87.06	83
64	3311	77137	3.60	83.81	79
63	3483	73826	3.78	80.22	74
62	3648	70343	3.96	76.43	70
61	4160	66695	4.52	72.47	64
60	4794	62535	5.21	67.95	59
59	4653	57741	5.06	62.74	54
58	4468	53088	4.85	57.68	49
57	4383	48620	4.76	52.83	44
56	4421	44237	4.80	48.07	39
55	4351	39816	4.73	43.26	33
54	4297	35465	4.67	38.53	29
53	4142	31168	4.50	33.87	26
52	3957	27026	4.30	29.36	22
51	3377	23069	3.67	25.07	18
50	3578	19692	3.89	21.40	15
49	2088	16114	2.27	17.51	13
48	2831	14026	3.08	15.24	11
47	1664	11195	1.81	12.16	9
46	2439	9531	2.65	10.36	7
45	1072	7092	1.16	7.71	6
44	1203	6020	1.31	6.54	4
43	1209	4817	1.31	5.23	3
42	1021	3608	1.11	3.92	2
41	598	2587	0.65	2.81	2
40	493	1989	0.54	2.16	1
39	503	1496	0.55	1.63	1
38	377	993	0.41	1.08	1
37	244	616	0.27	0.67	1
36	169	372	0.18	0.40	1
35	120	203	0.13	0.22	1
34	53	83	0.06	0.09	1
33	10	30	0.01	0.03	1
32	3	20	0.00	0.02	1
LESS THAN 32	17	17	0.02	0.02	1

Notes: Data received from LEAs and charter schools after July 15, 2004 not included in this table.
 Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 16. 2003-04 End-of-Course Distribution of Scale Scores
Chemistry

NUMBER OF STUDENTS WITH VALID SCORES	44,797	<u>HIGH SCORE</u>	89
		<u>LOW SCORE</u>	32
<u>MEAN</u>	61.2	2004 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	8.3	90	71.74
		75	66.78
		50 (MEDIAN)	61.34
<u>VARIANCE</u>	68.2	25	55.57
		10	50.35

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2002 STATE PERCENTILE
89	7	44797	0.02	100.00	99
88	10	44790	0.02	99.98	99
87	19	44780	0.04	99.96	99
86	19	44761	0.04	99.92	99
85	37	44742	0.08	99.88	99
84	49	44705	0.11	99.79	99
83	65	44656	0.15	99.69	99
82	85	44591	0.19	99.54	99
81	148	44506	0.33	99.35	99
80	154	44358	0.34	99.02	99
79	235	44204	0.52	98.68	99
78	214	43969	0.48	98.15	99
77	370	43755	0.83	97.67	98
76	422	43385	0.94	96.85	98
75	474	42963	1.06	95.91	97
74	591	42489	1.32	94.85	96
73	825	41898	1.84	93.53	94
72	991	41073	2.21	91.69	93
71	1062	40082	2.37	89.47	91
70	1269	39020	2.83	87.10	89
69	1401	37751	3.13	84.27	86
68	1514	36350	3.38	81.14	83
67	1728	34836	3.86	77.76	80
66	1845	33108	4.12	73.91	76
65	2061	31263	4.60	69.79	72
64	2115	29202	4.72	65.19	68
63	2111	27087	4.71	60.47	63
62	2295	24976	5.12	55.75	59
61	1745	22681	3.90	50.63	55
60	2049	20936	4.57	46.74	50
59	2411	18887	5.38	42.16	45
58	1693	16476	3.78	36.78	40
57	2114	14783	4.72	33.00	36
56	1580	12669	3.53	28.28	31
55	1176	11089	2.63	24.75	28
54	2155	9913	4.81	22.13	24
53	1018	7758	2.27	17.32	20
52	1007	6740	2.25	15.05	17
51	1141	5733	2.55	12.80	15
50	769	4592	1.72	10.25	12
49	792	3823	1.77	8.53	10
48	610	3031	1.36	6.77	8
47	635	2421	1.42	5.40	6
46	409	1786	0.91	3.99	4
45	327	1377	0.73	3.07	3
44	384	1050	0.86	2.34	2
43	192	666	0.43	1.49	2
42	231	474	0.52	1.06	1
41	107	243	0.24	0.54	1
40	67	136	0.15	0.30	1
39	40	69	0.09	0.15	1
LESS THAN 39	29	29	0.06	0.06	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 17. 2003-04 End-of-Course Distribution of Scale Scores
English I

NUMBER OF STUDENTS	104,153	<u>HIGH SCORE</u>	80
<u>VALID SCORES</u>		<u>LOW SCORE</u>	28
<u>MEAN</u>	57.9	2004 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	7.6	90	66.96
		75	63.21
		50 (MEDIAN)	58.62
<u>VARIANCE</u>	58.4	25	53.34
		10	47.63

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2003 STATE PERCENTILE
80	40	104153	0.04	100.00	99
78	116	104113	0.11	99.96	99
77	73	103997	0.07	99.85	99
76	231	103924	0.22	99.78	99
75	98	103693	0.09	99.56	99
74	440	103595	0.42	99.46	99
73	498	103155	0.48	99.04	99
72	552	102657	0.53	98.56	98
71	1177	102105	1.13	98.03	98
70	1483	100928	1.42	96.90	96
69	1761	99445	1.69	95.48	95
68	2321	97684	2.23	93.79	93
67	3000	95363	2.88	91.56	90
66	3497	92363	3.36	88.68	87
65	4008	88866	3.85	85.32	84
64	4966	84858	4.77	81.47	80
63	6205	79892	5.96	76.71	74
62	3875	73687	3.72	70.75	70
61	6351	69812	6.10	67.03	65
60	6165	63461	5.92	60.93	59
59	5960	57296	5.72	55.01	53
58	5666	51336	5.44	49.29	48
57	5055	45670	4.85	43.85	42
56	5056	40615	4.85	39.00	37
55	4542	35559	4.36	34.14	32
54	4349	31017	4.18	29.78	28
53	3825	26668	3.67	25.60	24
52	3694	22843	3.55	21.93	20
51	2191	19149	2.10	18.39	18
50	2887	16958	2.77	16.28	15
49	1550	14071	1.49	13.51	13
48	2431	12521	2.33	12.02	11
47	1138	10090	1.09	9.69	10
46	1100	8952	1.06	8.60	8
45	1474	7852	1.42	7.54	7
44	1090	6378	1.05	6.12	6
43	1071	5288	1.03	5.08	5
42	730	4217	0.70	4.05	4
41	710	3487	0.68	3.35	3
40	591	2777	0.57	2.67	2
39	710	2186	0.68	2.10	2
38	447	1476	0.43	1.42	1
37	360	1029	0.35	0.99	1
36	344	669	0.33	0.64	1
35	156	325	0.15	0.31	1
34	91	169	0.09	0.16	1
33	48	78	0.05	0.07	1
LESS THAN 33	30	30	0.03	0.03	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 18. 2003-04 End-of-Course Distribution of Scale Scores

Geometry					
NUMBER OF STUDENTS WITH VALID SCORES	76,590	HIGH SCORE			93
		LOW SCORE			32
MEAN	60.8	2004 STATE PERCENTILES			SCALE SCORE
STANDARD DEVIATION	9.2	90			72.83
		75			66.84
		50 (MEDIAN)			60.70
VARIANCE	84.0	25			54.39
		10			48.80
FREQUENCY DISTRIBUTION					
SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
93	5	76590	0.01	100.00	99
92	13	76585	0.02	99.99	99
91	22	76572	0.03	99.98	99
90	14	76550	0.02	99.95	99
89	99	76536	0.13	99.93	99
88	35	76437	0.05	99.80	99
87	53	76402	0.07	99.75	99
86	141	76349	0.18	99.69	99
85	206	76208	0.27	99.50	99
84	77	76002	0.10	99.23	99
83	246	75925	0.32	99.13	99
82	258	75679	0.34	98.81	99
81	301	75421	0.39	98.47	99
80	358	75120	0.47	98.08	99
79	595	74762	0.78	97.61	98
78	692	74167	0.90	96.84	98
77	744	73475	0.97	95.93	97
76	884	72731	1.15	94.96	96
75	931	71847	1.22	93.81	95
74	987	70916	1.29	92.59	94
73	1500	69929	1.96	91.30	93
72	1182	68429	1.54	89.34	91
71	2040	67247	2.66	87.80	89
70	1898	65207	2.48	85.14	87
69	2042	63309	2.67	82.66	85
68	2682	61267	3.50	79.99	82
67	1726	58585	2.25	76.49	79
66	3614	56859	4.72	74.24	76
65	2445	53245	3.19	69.52	72
64	3198	50800	4.18	66.33	69
63	3282	47602	4.29	62.15	64
62	2723	44320	3.56	57.87	60
61	4152	41597	5.42	54.31	56
60	3046	37445	3.98	48.89	51
59	2887	34399	3.77	44.91	47
58	3227	31512	4.21	41.14	43
57	3204	28285	4.18	36.93	38
56	2534	25081	3.31	32.75	34
55	3138	22547	4.10	29.44	30
54	2387	19409	3.12	25.34	27
53	2808	17022	3.67	22.22	23
52	2094	14214	2.73	18.56	19
51	1603	12120	2.09	15.82	17
50	1554	10517	2.03	13.73	14
49	1855	8963	2.42	11.70	12
48	1684	7108	2.20	9.28	9
47	1142	5424	1.49	7.08	7
46	1024	4282	1.34	5.59	6
45	825	3258	1.08	4.25	4
44	682	2433	0.89	3.18	3
43	651	1751	0.85	2.29	2
42	401	1100	0.52	1.44	1
41	256	699	0.33	0.91	1
40	193	443	0.25	0.58	1
39	119	250	0.16	0.33	1
38	88	131	0.11	0.17	1
37	28	43	0.04	0.06	1
36	8	15	0.01	0.02	1
LESS THAN 36	7	7	0.01	0.01	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 19. 2003-04 End-of-Course Distribution of Scale Scores
Physical Science

NUMBER OF STUDENTS WITH VALID SCORES	50,309	<u>HIGH SCORE</u>	85
		<u>LOW SCORE</u>	31
<u>MEAN</u>	56.4	2004 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	6.9	90	65.09
		75	61.10
		50 (<u>MEDIAN</u>)	56.54
<u>VARIANCE</u>	47.5	25	51.67
		10	47.02

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2002 STATE PERCENTILE
85	1	50309	0.00	100.00	99
84	3	50308	0.01	100.00	99
82	4	50305	0.01	99.99	99
81	5	50301	0.01	99.98	99
80	12	50296	0.02	99.97	99
79	17	50284	0.03	99.95	99
78	2	50267	0.00	99.92	99
77	27	50265	0.05	99.91	99
76	84	50238	0.17	99.86	99
75	84	50154	0.17	99.69	99
74	81	50070	0.16	99.52	99
73	103	49989	0.20	99.36	99
72	250	49886	0.50	99.16	98
71	343	49636	0.68	98.66	97
70	321	49293	0.64	97.98	97
69	508	48972	1.01	97.34	95
68	678	48464	1.35	96.33	94
67	973	47786	1.93	94.98	92
66	1059	46813	2.10	93.05	90
65	1163	45754	2.31	90.95	88
64	1831	44591	3.64	88.63	85
63	1638	42760	3.26	84.99	81
62	2380	41122	4.73	81.74	77
61	2537	38742	5.04	77.01	73
60	2437	36205	4.84	71.97	69
59	3004	33768	5.97	67.12	65
58	2571	30764	5.11	61.15	60
57	3180	28193	6.32	56.04	55
56	3399	25013	6.76	49.72	50
55	2369	21614	4.71	42.96	45
54	2915	19245	5.79	38.25	41
53	1834	16330	3.65	32.46	37
52	2321	14496	4.61	28.81	32
51	2174	12175	4.32	24.20	28
50	1646	10001	3.27	19.88	24
49	1868	8355	3.71	16.61	20
48	1019	6487	2.03	12.89	17
47	902	5468	1.79	10.87	15
46	1404	4566	2.79	9.08	12
45	896	3162	1.78	6.29	10
44	602	2266	1.20	4.50	8
43	604	1664	1.20	3.31	5
42	346	1060	0.69	2.11	4
41	282	714	0.56	1.42	3
40	183	432	0.36	0.86	2
39	126	249	0.25	0.49	1
38	52	123	0.10	0.24	1
37	42	71	0.08	0.14	1
36	10	29	0.02	0.06	1
LESS THAN 36	19	19	0.04	0.04	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
 Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 20. 2003-04 End-of-Course Distribution of Scale Scores**Physics**

NUMBER OF STUDENTS WITH VALID SCORES	10,557	<u>HIGH SCORE</u>	91
		<u>LOW SCORE</u>	27
<u>MEAN</u>	60.8	2004 STATE <u>PERCENTILES</u>	<u>SCALE SCORE</u>
<u>STANDARD DEVIATION</u>	8.9	90	72.34
		75	66.91
		50 (<u>MEDIAN</u>)	60.86
<u>VARIANCE</u>	79.9	25	55.07
		10	49.24

<u>FREQUENCY DISTRIBUTION</u>					
<u>SCALE SCORE</u>	<u>FREQUENCY</u>	<u>CUMULATIVE FREQUENCY</u>	<u>PERCENT</u>	<u>CUMULATIVE PERCENT</u>	<u>2002 STATE PERCENTILE</u>
91	1	10557	0.01	100.00	99
90	1	10556	0.01	99.99	99
89	2	10555	0.02	99.98	99
87	4	10553	0.04	99.96	99
86	1	10549	0.01	99.92	99
85	8	10548	0.08	99.91	99
84	2	10540	0.02	99.84	99
83	40	10538	0.38	99.82	99
82	37	10498	0.35	99.44	99
81	12	10461	0.11	99.09	99
80	59	10449	0.56	98.98	98
79	61	10390	0.58	98.42	98
78	94	10329	0.89	97.84	97
77	140	10235	1.33	96.95	96
76	70	10095	0.66	95.62	95
75	130	10025	1.23	94.96	94
74	146	9895	1.38	93.73	93
73	221	9749	2.09	92.35	91
72	170	9528	1.61	90.25	89
71	224	9358	2.12	88.64	87
70	292	9134	2.77	86.52	84
69	299	8842	2.83	83.75	81
68	421	8543	3.99	80.92	78
67	345	8122	3.27	76.93	75
66	433	7777	4.10	73.67	71
65	357	7344	3.38	69.57	67
64	451	6987	4.27	66.18	63
63	501	6536	4.75	61.91	59
62	498	6035	4.72	57.17	55
61	407	5537	3.86	52.45	51
60	479	5130	4.54	48.59	47
59	562	4651	5.32	44.06	42
58	450	4089	4.26	38.73	38
57	312	3639	2.96	34.47	35
56	483	3327	4.58	31.51	31
55	472	2844	4.47	26.94	26
54	279	2372	2.64	22.47	22
53	253	2093	2.40	19.83	20
52	287	1840	2.72	17.43	17
51	231	1553	2.19	14.71	15
50	220	1322	2.08	12.52	12
49	178	1102	1.69	10.44	10
48	142	924	1.35	8.75	8
47	155	782	1.47	7.41	7
46	126	627	1.19	5.94	6
45	50	501	0.47	4.75	5
44	113	451	1.07	4.27	4
43	87	338	0.82	3.20	3
42	55	251	0.52	2.38	2
41	48	196	0.45	1.86	2
40	44	148	0.42	1.40	1
39	10	104	0.09	0.99	1
38	30	94	0.28	0.89	1
37	18	64	0.17	0.61	1
36	17	46	0.16	0.44	1
LESS THAN 36	29	29	0.27	0.27	1

Notes: Data received from LEAs and charter schools after July 15, 2004 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 21. 2003-04 End-of-Course Multiple-Choice Test Results
Algebra I -- Mean Scale Score by LEA (Maximum=96)

State	Mean Score [†]	2004 LEA Performance
2004 State	80.3	Magellan**
	...	
	77.1	Quest Academy**
	...	
	76.7	F Delany New School**
	...	
	76.1	Lake Norman**
	...	
	71.9	Exploris**
	...	
	71.1	Arapahoe Charter**
	70.9	American Ren. Middle**
	70.7	Greensboro Academy**
	70.5	Polk
	...	
	69.3	Clay
	...	
	68.7	Ashe, Craven, Downtown Middle**
	...	
	68.3	Haywood
	68.1	Mount Airy City
	67.9	Buncombe
	67.7	Evergreen Community**
	67.5	Surry, Watauga
	...	
	67.1	Carteret, Chapel Hill-Carrboro City, Gates, Laurinburg Charter**, Transylvania, Wake
	66.9	Raleigh Charter HS**, Union Academy**
	66.7	Catawba, Henderson, Vance Charter**
	...	
	66.3	Elkin City, Hickory City, Metrolina**, Union
	66.1	Burke
	65.9	Currituck, Gray Stone Day**, Johnston, Pender, Scotland
	65.7	Onslow, Stanly
	65.5	Asheboro City, Hyde, Kings Mountain City, Moore, Wilkes
	65.3	Asheville City, Avery, Cabarrus, Jackson
	65.1	Greene
	64.9	Alexander, Davie, Edenton/Chowan, Kannapolis City, Kestrel Heights**, Madison, Pamlico, Yancey
	64.7	Camden, Dare
	64.5	Caldwell, Laurinburg Homework**, Yadkin
	64.3	Lee, Academy of Moore County, Mooresville City, Newton-Conover City
	64.1	Beaufort, Cleveland, Graham
	63.9	Orange Charter**
	63.7	Pitt, Shelby City, Stokes
	63.5	Chatham, Gaston, Rocky Mount Prep Sch**
	63.3	Forsyth Academies**, Iredell-Statesville, Macon
	63.1	McDowell, Rowan-Salisbury, Woods Charter**
	62.9	Alamance-Burlington, Cherokee, Davidson, Lenoir, Lincoln, Randolph, Wayne
	62.7	Rutherford, Thomas Jefferson**
2002,2003 State	62.5	Clinton City, New Hanover
	62.3	Cape Fear Center**, Granville, Martin, Wilson
	62.1	Person, Rockingham, Whiteville City, Winston-Salem/Forsyth
	61.9	Brunswick, Franklin Academy**, Nash-Rocky Mount
	61.7	Orange, River Mill Academy**
	61.5	Sampson
	61.3	Franklin, Vance
2001 State	61.1	Thomasville City
	60.9	Cape Lookout Marine**, Cumberland, Robeson
	...	
	60.5	Columbus, Mitchell
2000 State	60.3	Crossnore Academy**
	60.1	Swain
	59.9	Charlotte/Mecklenburg, Harnett, Washington
	59.7	Richmond
	59.5	Edgecombe, Roanoke Rapids City
	59.3	Duplin, Perquimans
	59.1	Guilford, Research Triangle**

Notes: [†]Scale scores are rounded up to the nearest two-tenths of a point.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 21. 2003-04 End-of-Course Multiple-Choice Test Results
Algebra I -- Mean Scale Score by LEA (Maximum=96) (continued)**

State	Mean Score [†]	2004 LEA Performance
	58.9	Montgomery
	58.7	Durham, Hoke, Tyrrell
	...	
1999 State	58.3	Northampton
	58.1	Bertie, Bladen, Jones, Warren, Weldon City
	57.9	Alleghany, Lexington City
	57.7	Anson, Imani Institute**
	57.5	Elizabeth City/Pasquotank
1998 State	57.3	Caswell
	57.1	Halifax
	...	
	56.3	East Wake Academy**, Lincoln Charter**
	...	
1997 State	55.7	
	...	
1994,1996 State	55.1	
	...	
1995 State	54.7	
	54.5	Hertford
	54.3	Clover Garden**
	...	
	52.5	Ann Atwater**
	52.3	J.H. Baker Jr High**
	...	
	51.9	C.G. Woodson**
	...	
	51.5	Provisions Academy**
	...	
	50.5	Crossroads Charter**
	50.3	Grandfather Academy**
	...	
	48.5	Alpha Academy**
	...	
	46.1	Lakeside School**
	...	
	45.5	Kennedy Charter**

Notes: [†]Scale scores are rounded up to the nearest two-tenths of a point.

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Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 22. 2003-04 End-of-Course Multiple-Choice Test Results
Algebra II -- Mean Scale Score by LEA (Maximum=102)**

State	Mean Score†	2004 LEA Performance
	79.1	Metrolina**
	74.3	Craven
	73.3	Clay
	73.1	Raleigh Charter HS**
	72.9	Hickory City
	72.5	Chapel Hill-Carrboro City
	71.9	Burke
	71.7	Haywood
	71.1	Perquimans
	70.9	Transylvania
	70.7	Camden
	70.5	Mount Airy City
	70.3	Ashe, Buncombe, Gates, Yadkin
	70.1	Gray Stone Day**, Johnston, Stanly, Surry
	69.9	Edenton/Chowan
	69.7	Polk, Wake
	69.3	Graham
	69.1	Granville, Moore
	68.9	Stokes, Union, Watauga
	68.7	Shelby City
	68.5	Onslow
	68.3	Henderson
	68.1	Carteret, Dare, Lee, Scotland, Wilson
	67.9	Madison, Pamlico, Rutherford
	67.7	Iredell-Statesville, Pitt
	67.5	Elkin City, McDowell, New Hanover, Newton-Conover City
	67.3	Davie, Orange, Thomasville City, Wilkes
	67.1	Catawba, Kings Mountain City, Rockingham, Rowan-Salisbury
	66.9	Alexander, Asheville City, Lincoln, Yancey
	66.7	Caldwell, Macon, Martin
	66.5	Currituck
2004 State	66.3	Avery, Davidson, Mooresville City, Pender
	66.1	Alleghany, Cabarrus, Hyde
2003 State	65.9	Winston-Salem/Forsyth
	65.5	Chatham, River Mill Academy**
2002 State	65.3	Franklin Academy**, Kannapolis City
	65.1	Woods Charter**
	64.9	Alamance-Burlington, Brunswick, Franklin, Montgomery, Randolph
	64.7	Cleveland, Gaston, Lenoir, Wayne
	64.5	Beaufort, Bertie, Jackson
	64.3	Cherokee, Durham, Greene, Person
	64.1	Clinton City, Duplin, Roanoke Rapids City, Sampson
2001 State	63.9	
	63.7	Charlotte/Mecklenburg, Guilford
	63.5	Asheboro City, Tyrrell
	63.3	Harnett, Robeson
	63.1	Richmond
	62.9	Cumberland, Jones
	62.7	Bladen, Columbus, Laurinburg Charter**
	62.5	Nash-Rocky Mount

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 22. 2003-04 End-of-Course Multiple-Choice Test Results
Algebra II -- Mean Scale Score by LEA (Maximum=102) (continued)**

State	Mean Score	2004 LEA Performance
2000 State	62.3	Anson, Caswell
	62.1	Mitchell
	...	
	61.7	Elizabeth City/Pasquotank
	61.5	Weldon City
	61.3	Lincoln Charter**, Swain
	61.1	
	60.9	Edgecombe, Washington, Whiteville City
	...	
	60.5	Lexington City, Warren
1999 State	60.3	Hoke
	60.1	
	...	
	59.5	Vance
	...	
	59.1	Thomas Jefferson**
	58.9	Halifax
	58.7	Rocky Mount Prep Sch**
	...	
	58.1	Hertford, Northampton
	...	
	55.1	Cape Lookout Marine**
	...	
	54.1	East Wake Academy**
	...	
	50.3	Kennedy Charter**
	...	
	49.3	Crossroads Charter**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 23. 2003-04 End-of-Course Multiple-Choice Test Results
Biology -- Mean Scale Score by LEA (Maximum=88)

State	Mean Score†	2004 LEA Performance
2002 State	65.7	Raleigh Charter HS**
	65.5	Gray Stone Day**
	...	
	62.5	Chapel Hill-Carrboro City
	...	
	60.9	Carteret, Transylvania
	...	
	60.5	River Mill Academy**
	...	
	60.1	Pender
	59.9	Dare
	59.7	Asheville City, Kings Mountain City
	59.5	Davie, Johnston, Wake
	59.3	Mooresville City
	59.1	Watauga
	58.9	Burke, Onslow, Polk, Swain
	58.7	Camden, Kannapolis City
	58.5	Cabarrus, Cherokee, Craven
	58.3	Buncombe, Davidson, Tyrrell, Yancey
2001 State	58.1	Alexander, Graham, Henderson, Hickory City, New Hanover, Pitt, Surry
	57.9	Haywood, Jackson, Macon, Union, Wilkes
2003,2004 State	57.7	Avery, Clay, Mount Airy City, Rutherford, Thomas Jefferson**
	57.5	Thomasville City
1998 State	57.3	Alleghany, Ashe, Currituck, Granville, Lincoln, Moore
	57.1	Iredell-Statesville, McDowell, Stanly
2000,1999 State	56.9	Orange
	56.7	Catawba, Chatham, Cleveland, Durham, Gaston, Greene, Laurinburg Homework**, Mitchell, Person, Wayne
1997 State	56.5	Brunswick, Caldwell, Elkin City, Madison
	56.3	Asheboro City, Duplin, Guilford, Lee, Newton-Conover City, Randolph, Rockingham, Yadkin
1995,1996 State	56.1	Alamance-Burlington, Edenton/Chowan, Harnett
	55.9	Cumberland, Edgecombe, Rowan-Salisbury, Whiteville City, Winston-Salem/Forsyth
	55.7	Franklin Academy**, Jones, Roanoke Rapids City
	55.5	Montgomery, Stokes
	55.3	Clinton City, Franklin, Rocky Mount Prep Sch**, Wilson
	55.1	Elizabeth City/Pasquotank, Martin, Northampton, Pamlico
	54.9	Charlotte/Mecklenburg, Hyde, Shelby City
	54.7	Bladen, Gates, Lenoir, Robeson
	54.5	Perquimans, Richmond, Sampson
	...	
	54.1	Lexington City, Nash-Rocky Mount
	...	
	53.5	Columbus
	53.3	Beaufort
	53.1	Scotland
	52.9	Hoke, Vance, Warren
	...	
	52.3	Caswell
	52.1	Clover Garden**
	...	
	51.5	Weldon City
	51.3	East Wake Academy**, Laurinburg Charter**
	51.1	J.H. Baker Jr High**, Washington
	...	
	50.7	Bertie
	50.5	Anson, Halifax, Hertford
	50.3	Cape Lookout Marine**
	...	
	49.9	Provisions Academy**
	49.7	Lakeside School**
	...	
	49.1	Crossroads Charter**
	48.9	Ann Atwater**
	...	
	46.7	C.G. Woodson**
	...	
	45.5	Kennedy Charter**

Notes: † Scale scores are rounded up to the nearest two-tenths of a point.

*Data are not reported where the number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 24. 2003-04 End-of-Course Multiple-Choice Test Results
Chemistry -- Mean Scale Score by LEA (Maximum=91)

State	Mean Score†	2004 LEA Performance
	67.7	Gray Stone Day**
	67.1	Transylvania
	66.9	Chapel Hill-Carrboro City
	66.5	Tyrrell
	66.3	Scotland
	66.1	Newton-Conover City, Whiteville City
	65.7	Raleigh Charter HS**
	65.1	Burke, McDowell, Wake
	64.9	Roanoke Rapids City
	64.7	Dare, Hickory City, Union
	64.5	Alexander, Wilkes
	64.3	Carteret
	64.1	Catawba, Cherokee
	63.9	Davie, New Hanover
	63.7	Iredell-Statesville, Jackson, Johnston
	63.5	Cabarrus, Onslow, Pender, Stanly
	63.3	Alleghany, Ashe, Mitchell
	63.1	Henderson, Lexington City, Pitt
	62.9	Mount Airy City
	62.7	Asheville City, Craven
	62.5	Stokes
	62.3	Caldwell, Polk
	62.1	Buncombe, Kannapolis City, Yancey
	61.9	Lincoln, Moore
	61.7	Currituck, Mooresville City, Orange, Person, Rowan-Salisbury, Watauga
	61.5	Asheboro City, Greene, Hyde, Kings Mountain City
2004 State	61.3	Alamance-Burlington, Camden, Gates, Winston-Salem/Forsyth
	61.1	Beaufort, Davidson, Durham, Granville, Martin
2003 State	60.9	Surry
	60.7	Avery, Duplin, Gaston, Haywood, Randolph, Yadkin
	60.5	Clay, Cleveland, Rutherford
	60.3	Columbus, Elkin City, Lee, Nash-Rocky Mount, Sampson, Thomas Jefferson**, Wayne
2002 State	60.1	Chatham, Clinton City, Guilford, Pamlico, Swain, Wilson
	59.5	Rockingham
	59.3	Thomasville City
	59.1	Franklin, Robeson
2001 State	58.9	Cumberland, Jones, Macon
	58.5	Bladen, Perquimans, Shelby City, Warren
	58.3	Edgecombe, Elizabeth City/Pasquotank, Lenoir
2000 State	58.1	Brunswick
1999 State	57.9	Montgomery
	57.7	Edenton/Chowan, Harnett, Madison
	57.5	Graham, Richmond
	57.3	Charlotte/Mecklenburg
	57.1	Vance
	56.5	Anson, Caswell
	56.3	Hoke, Washington
	56.1	Northampton
	55.9	Woods Charter**
	55.1	Weldon City
	54.7	Hertford
	54.3	East Wake Academy**
	54.1	Halifax
	53.3	Bertie
	52.7	Laurinburg Charter**
	51.5	Lincoln Charter**
	49.5	Crossroads Charter**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

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Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Program.

Table 25. 2003-04 End-of-Course Multiple-Choice Test Results
English I -- Mean Scale Score by LEA (Maximum=80)

State	Mean Score†	2004 LEA Performance
2004 State	66.5	Raleigh Charter HS**
	...	
	64.5	Woods Charter**
	64.3	Chapel Hill-Carrboro City
	...	
	63.5	River Mill Academy**
	...	
	63.1	Gray Stone Day**
	...	
	61.5	Thomas Jefferson**
	61.3	Clay
	61.1	Franklin Academy**, Watauga
	60.9	Elkin City
	60.7	Clover Garden**, Transylvania
	...	
	60.3	Dare
	60.1	Henderson, Johnston
	59.9	Asheville City, East Wake Academy**, Graham, Rocky Mount Prep Sch**, Wake
	59.7	Camden
	59.5	Ashe, Buncombe, Carteret, Mount Airy City, Pitt, Polk, Shelby City
	59.3	Cabarrus, Cherokee, Union
	59.1	Craven, Kings Mountain City, Orange
	58.9	Haywood, Moore, New Hanover, Yancey
	58.7	Avery, Davidson, Iredell-Statesville, McDowell, Stanly
	58.5	Burke, Currituck, Onslow, Pender
	58.3	Chatham, Macon
	58.1	Caldwell, Catawba, Mooresville City, Surry, Whiteville City, Winston-Salem/Forsyth
	57.9	Alleghany, Cleveland, Davie, Granville, Greene, Jackson, Roanoke Rapids City, Wilkes
	57.7	Alexander, Hickory City, Mitchell, Yadkin
	57.5	Brunswick, Guilford, Lincoln, Person, Richmond, Tyrrell, Wayne
	57.3	Charlotte/Mecklenburg, Cumberland, Durham, Kannapolis City, Randolph, Rowan-Salisbury
	57.1	Alamance-Burlington, Asheboro City, Caswell, Hyde, Nash-Rocky Mount, Rockingham, Rutherford, Stokes
	56.9	Laurinburg Homework**, Thomasville City, Wilson
	56.7	Columbus, Franklin, Gaston, Newton-Conover City, Pamlico
	56.5	Clinton City, Edenton/Chowan, Harnett, Swain
	56.3	Beaufort, Duplin, Gates, Hoke, Lenoir
	56.1	Edgecombe, Elizabeth City/Pasquotank, Lee, Sampson
	55.9	Jones, Madison, Martin, Perquimans
	55.7	Montgomery, Scotland
	55.5	Bladen
	55.3	Lexington City, Vance
	...	
	54.9	Warren
	54.7	Anson
	54.5	Northampton
	54.3	Crossnore Academy**, Lakeside School**, Robeson
	54.1	Ann Atwater**, Lincoln Charter**
	53.9	Washington
2002 State	53.7	
2000,2001 State	...	
	53.3	
1999 State	53.1	
	52.9	Bertie, Weldon City
1998 State	52.7	Crossroads Charter**, Hertford
	52.5	Alpha Academy**, C.G. Woodson**, J.H. Baker Jr High**
1997 State	52.3	Halifax
	52.1	Cape Lookout Marine**
1995,1996 State	...	
	51.3	Kestrel Heights**, Laurinburg Charter**
	...	
	50.7	Provisions Academy**
	...	
	46.5	Kennedy Charter**

Notes: † Scale scores are rounded up to the nearest two-tenths of a point.

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Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 26. 2003-04 End-of-Course Multiple-Choice Test Results
Geometry -- Mean Scale Score by LEA (Maximum=93)**

State	Mean Score†	2004 LEA Performance
	81.9	Magellan**
	78.3	Exploris**
	70.3	Gray Stone Day**
	68.7	Greensboro Academy**
	68.1	Perquimans
	67.3	Chapel Hill-Carrboro City, Raleigh Charter HS**
	66.5	Currituck, Transylvania
	65.9	Watauga
	65.5	Polk
	65.3	Alleghany, Henderson, Yancey
	64.9	Burke, Moore
	64.7	Clay, Haywood, Metrolina**, Surry
	64.5	Dare, Elkin City
	64.3	Craven
	64.1	Avery, Kings Mountain City
	63.9	Caldwell, Catawba, Shelby City, Stanly, Thomas Jefferson**
	63.7	Buncombe, Hickory City, Union, Wake
	63.5	Cabarrus, Cherokee, Wilkes
	63.3	Carteret, Edenton/Chowan, Iredell-Statesville, Mooresville City
	63.1	Onslow, Orange, Pamlico
	62.9	Asheboro City, Pitt
	62.7	Ashe, Davie, Johnston, Lincoln, McDowell
	62.5	Cleveland, Mount Airy City, Tyrrell, Yadkin
	62.3	Alexander
	62.1	Roanoke Rapids City, Rowan-Salisbury, Stokes
	61.9	New Hanover
	61.7	Gates, Lenoir, Newton-Conover City, Scotland
	61.5	Kannapolis City, Macon, Pender, River Mill Academy**
2003 State	61.3	Beaufort, Camden, Davidson, Jackson, Lee, Rutherford
	...	
2004 State	60.9	Graham, Swain
	60.7	Alamance-Burlington, Asheville City, Franklin Academy**, Randolph, Rockingham
2002 State	60.5	Chatham, Kestrel Heights**, Madison, Martin
	60.3	Wayne, Winston-Salem/Forsyth
	60.1	Edgecombe, Gaston, Woods Charter**
2001 State	59.9	Granville
	59.7	Nash-Rocky Mount
	59.5	Wilson
	59.3	Brunswick
2000 State	59.1	Franklin
	58.9	Duplin, Durham, Guilford, Warren
	58.7	Harnett, Mitchell, Montgomery, Sampson, Thomasville City
1999 State	58.5	Hyde, Robeson
	58.3	Greene, Person
	58.1	Anson, Cape Lookout Marine**, Columbus
	...	
	57.7	Charlotte/Mecklenburg, Cumberland
	57.5	Clinton City, Whiteville City
	...	
	57.1	Elizabeth City/Pasquotank

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

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Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 26. 2003-04 End-of-Course Multiple-Choice Test Results
Geometry -- Mean Scale Score by LEA (Maximum=93) (continued)**

State	Mean Score [†]	2004 LEA Performance
	56.7	Rocky Mount Prep Sch**
	56.5	Bladen, Richmond
	56.3	Caswell
	...	
	55.9	Bertie, Jones
	...	
	55.3	Lexington City
	...	
	54.5	Washington
	54.3	Vance
	...	
	53.9	East Wake Academy**
	...	
	53.5	Hertford
	53.3	Weldon City
	...	
	52.5	Hoke, Lincoln Charter**
	52.3	Northampton
	...	
	51.9	Lakeside School**
	...	
	51.3	Halifax
	...	
	50.9	Clover Garden**
	...	
	49.7	Crossroads Charter**
	...	
	48.7	Provisions Academy**
	...	
	46.1	Kennedy Charter**
	...	
	42.5	Laurinburg Charter**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

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Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 27. 2003-04 End-of-Course Multiple-Choice Test Results
Physical Science -- Mean Scale Score by LEA (Maximum=89)**

State	Mean Score [†]	2004 LEA Performance
	62.3	Hyde
	...	
	61.9	Kannapolis City
	...	
	61.3	River Mill Academy**
	61.1	Cherokee
	...	
	60.7	Carteret
	...	
	59.9	Stanly, Swain, Union
	59.7	Johnston, Scotland
	59.5	Transylvania
	59.3	Alleghany, Burke, Clay, Craven, Thomasville City
	...	
	58.9	Franklin
	58.7	Ashe, Franklin Academy**, Lincoln
	58.5	Alexander, Camden, Pitt
	58.3	Buncombe, Clinton City, Dare, Stokes
	58.1	Onslow
	57.9	Catawba, Davidson, Davie, Mount Airy City, Newton-Conover City, Surry
	57.7	Pender, Perquimans
	57.5	Chapel Hill-Carrboro City, Iredell-Statesville, Randolph
	57.3	Cabarrus, Caldwell, Orange, Wayne
	57.1	Elkin City, Graham, Mooresville City, Rutherford, Tyrrell
	56.9	Chatham, Cleveland, Montgomery, Pamlico, Sampson, Wilkes
	56.7	Gaston, Greene
2004 State	56.5	Duplin, Haywood, Henderson, Lexington City
2003 State	56.3	Gates, McDowell
	56.1	Columbus, Moore, Vance
2002 State	55.9	Jackson
	55.7	Currituck, Macon, Madison, Mitchell, Rocky Mount Prep Sch**, Wake, Watauga
2001 State	55.5	Brunswick, Granville, Robeson, Rockingham, Yancey
	55.3	Avery, Cumberland, New Hanover, Richmond
	55.1	Caswell
2000 State	54.9	Guilford, Jones
	54.7	Asheboro City, Beaufort, Lenoir, Roanoke Rapids City, Rowan-Salisbury, Wilson
1999 State	54.5	Shelby City, Whiteville City
	54.3	Harnett, Lee, Person, Winston-Salem/Forsyth, Yadkin
	54.1	Bladen, Warren
	53.9	Lincoln Charter**
	...	
	53.5	Durham, Martin, Nash-Rocky Mount
	53.3	Kings Mountain City
	53.1	Asheville City, Charlotte/Mecklenburg, Washington
	52.9	Weldon City
	52.7	Alamance-Burlington, Bertie, Elizabeth City/Pasquotank
	...	
	52.3	Northampton, Polk
	52.1	Cape Lookout Marine**, Crossroads Charter**, Edenton/Chowan, Hickory City, J.H. Baker Jr High**
	51.9	Anson
	...	
	51.5	Provisions Academy**
	51.3	Hoke
	...	
	50.9	Halifax
	...	
	49.7	Laurinburg Homework**
	...	
	49.1	Hertford
	...	
	47.5	Lakeside School**
	...	
	46.9	Laurinburg Charter**
	...	
	46.5	C.G. Woodson**
	...	
	43.5	Kennedy Charter**

Notes: [†]Scale scores are rounded up to the nearest two-tenths of a point.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Table 28. 2003-04 End-of-Course Multiple-Choice Test Results
Physics -- Mean Scale Score by LEA (Maximum=87)

State	Mean Score†	2004 LEA Performance
2004 State 2002,2003 State	71.5	Yadkin
	70.3	Dare
	69.7	Chapel Hill-Carrboro City
	67.9	Raleigh Charter HS**
	66.7	Vance
	66.3	Mooresville City
	65.9	Elkin City, Mitchell
	65.7	New Hanover, Tyrrell
	65.3	Craven, Hickory City
	64.5	Columbus, Stanly
	64.3	Iredell-Statesville
	64.1	Carteret, Currituck, Wilkes
	63.9	Wake
	62.9	Union
	62.7	Burke
	62.5	Moore, Stokes
	62.3	Beaufort, Durham, Granville, Randolph, Yancey
	62.1	Asheville City, Davie, Lee, Transylvania
	61.9	Cherokee, Clay, Lincoln, Onslow, Rowan-Salisbury, Winston-Salem/Forsyth
	61.7	Catawba, Kannapolis City
	61.5	Alleghany
	61.3	Greene, Washington
	61.1	Cabarrus, Edenton/Chowan, Whiteville City
	60.9	Asheboro City, Edgecombe, Guilford, Orange
	60.7	Camden, Clinton City, Watauga
	60.5	Henderson, Madison, Mount Airy City
	60.3	Alamance-Burlington, Haywood, Johnston
	59.9	Buncombe, Hertford, Warren
	59.7	Avery, Gaston, Martin
	59.5	Charlotte/Mecklenburg, Chatham
	59.3	Anson, Thomasville City, Wilson
	59.1	Davidson, Gates
	58.9	Robeson
	58.7	Alexander, Elizabeth City/Pasquotank, Harnett
	58.5	Ashe
	58.3	Duplin, Rockingham, Wayne
	58.1	Caldwell, Cleveland, Graham, Scotland
	57.9	Pitt, Polk, Roanoke Rapids City
2000,2001 State 1999 State	57.5	Bladen, Montgomery
	57.3	Surry
	57.1	Brunswick, Nash-Rocky Mount, Pender
	56.9	Macon
	56.7	Kings Mountain City
	56.5	Franklin
	56.3	Rutherford
	56.1	Cumberland
	55.9	Shelby City
	55.5	Newton-Conover City, Thomas Jefferson**
	55.1	McDowell, Richmond
	54.9	Hoke, Person
	54.7	Lenoir
	54.5	Caswell, Woods Charter**
	53.7	Jackson
	52.5	Bertie
	50.3	Perquimans
	49.7	Northampton
	49.1	Halifax

Notes: †Scale scores are rounded up to the nearest two-tenths of a point.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

Appendices

Appendix A

List of North Carolina
Charter Schools, 2003-04

List of North Carolina Charter Schools, 2003-04

A Child's Garden School (K-5)	Lincoln Charter School (K-11)
Alpha Academy (6-9)	Magellan Charter School (4-8)
American Renaissance Charter School (K-5)	Maureen Joy Charter School (K-6)
American Renaissance Middle School (6-8)	Metrolina Regional Scholars' Academy (K-8)
Ann Atwater Community School (4-9)	Millennium Charter Academy (K-5)
Arapahoe Charter School (K-8)	Mountain Discovery Charter (K-6)
Arts Based Elementary (K-4)	New Century School (9-12)
ArtSpace Charter School (formerly named Cheshire) (K-7)	Omuteko Gwamaziima (K-8)
Bethany Community Middle School (6-8)	Orange Charter School (K-8)
Bethel Hill Charter School (K-6)	Phoenix Academy (K-6)
Brevard Academy (K-8)	Piedmont Community School (K-8)
Bridges Charter School (K-8)	PreEminent Charter School (K-8)
Cape Fear Center for Inquiry (K-8)	Provisions Academy (6-12)
Cape Lookout Marine Science High School (9-12)	Quality Education Academy (3-8)
Carter Community Charter School (K-9)	Queen's Grant Community Schools (K-5)
Casa Esperanza Montessori (K-4)	Quest Academy (K-8)
Charter Day School (K-5)	Raleigh Charter High School (9-12)
Chatham Charter School (K-8)	Research Triangle Charter Academy (K-8)
CIS Academy (6-8)	River Mill Academy (formerly River Mill Charter) (K-12)
Clover Garden (K-10)	Rocky Mt. Prep. Sch. (formerly Rocky Mount Charter) (K-10)
Community Partners Charter High School (9-12)	Rowan Academy (K-5)
Crossnore Academy (1-12)	Sallie B. Howard School (K-8)
Crossroads Charter High (9-12)	Sandhills Theatre Arts Renaissance School (STARS) (K-5)
Dillard Academy (K-3)	SPARC Academy (K-8)
East Wake Academy (K-12)	Sterling Montessori Academy (K-8)
East Winston Primary School (K-6)	Success Institute (K-8)
Engelmann School of the Arts and Sciences (K-5)	Sugar Creek Charter School (K-8)
Evergreen Community Charter School (K-8)	Summit Charter School (K-8)
Exploris Middle School (6-8)	The Academy of Moore County (formerly MAST) (6-8)
Forsyth Academies (K-8)	The Carter G. Woodson School of Challenge (K-12)
Francine Delany New School for Children (K-8)	The Central Park School for Children (K-2)
Gaston College Preparatory (GCP) (5-6)	The Children's Village Academy (K-6)
Grandfather Academy (K-12)	The Community Charter School (K-5)
Gray Stone Day School (9-11)	The Downtown Middle School (5-8)
Greensboro Academy (K-8)	The East Winston Primary School (K-6)
Guilford Charter School (formerly Guilford-SABIS) (K-8)	The Franklin Academy (K-10)
Haliwa-Saponi Tribal (K-8)	The Laurinburg Homework Center Charter School (8-12)
Healthy Start Academy Charter Elementary School (K-6)	The Learning Center (K-5)
Highland Charter Public School (K-2)	The Mountain Community School (K-8)
Hope Elementary School (K-5)	The New Dimensions School (K-5)
Imani Institute Charter School (6-8)	The Woods Charter School (K-12)
John H. Baker Jr. High School (9-12)	Thomas Jefferson Classical Academy (6-12)
Kennedy Charter School (6-12)	Tiller School (K-6)
Kestrel Heights School (6-10)	Torchlight Acad. (formerly N.E. Raleigh Charter Acad.) (K-5)
Lake Norman Charter School (5-8)	Union Academy (K-7)
Lakeside School (6-12)	Vance Charter School (K-8)
Laurinburg Charter School (9-12)	Washington Montessori-A Public Charter School (K-6)

Appendix B

Test Information Sheets
and
Sample Test Items

North Carolina End-of-Grade Test of Reading Comprehension—Grade 3

What are the purposes of the NC Testing Program?

The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.” This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the grade three pretest are used as an estimate of a student’s entering level of knowledge and skills to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade three assesses the reading components of the grade three North Carolina *Standard Course of Study*. The test consists of eight reading selections with three to nine associated questions for each selection. Each student is asked to read five literary selections (two fiction, one nonfiction, one drama, one poem) and three informational selections (two content and one consumer). The variety of selections on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The end-of-grade tests are organized by category, with each item falling into one of four categories: cognition, interpretation, critical stance, or connections. A description of each category and the average percentage of items per form for each category are shown in the table below. Each item is also aligned to a curriculum objective from the North Carolina English Language Arts *Standard Course of Study*.

Descriptive Information for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 3

Category	Description of Category	Average Percentage
Cognition	Refers to the initial strategies a reader uses to understand the selection. It is about purpose and organization of the selection. It considers the text as a whole or in a broad perspective. Cognition includes strategies like using context clues to determine meaning or summarizing to include main points	38%
Interpretation	Requires the student to develop a more complete understanding. It may ask students to clarify, to explain the significance of, to extend, and/or to adapt ideas/concepts.	37%
Critical Stance	Refers to tasks that ask the student to stand apart from the selection and consider it objectively. It involves processes like comparing/contrasting and understanding the impact of literary elements.	19%
Connections	Refers to connecting knowledge from the selection with other information and experiences. It involves the student being able to relate the selection to events beyond/outside the selection. In addition, the student will make associations outside the selection and between selections.	6%

How is the test administered? The North Carolina End-of-Grade Test of Reading Comprehension at grade three consists of 50 multiple-choice questions administered during a 115-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored by the local education agency with software provided by the NCDPI. Reports of student performance are produced locally. In addition, test scores are aggregated at the North Carolina Department of Public Instruction to fulfill the state and federal reporting requirements for the accountability programs.

How was the test developed? The reading selections were chosen by North Carolina educators to reflect the variety of reading done by students at this level in and out of school and to ensure accessibility to a majority of students. Those chosen are selections that would generally be read by students, would be interesting to the students, and have appropriate content for a reading comprehension test at this grade level. The questions for each selection were written and reviewed by trained North Carolina teachers and educators during the 2000-2001 and 2001-2002 school years and were field tested in the spring of 2002. Each field test question was administered to approximately 1,400 students from randomly selected schools across the state. The grade three reading test was implemented statewide for the first time in the spring of 2003.

What kinds of scores do students receive on the test? The scores on the end-of-grade reading test are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. On the grade three reading test the scale scores range from 216-272. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. Achievement levels are also generated to provide an interpretation of student performance relative to a predetermined standard. Student scores are converted to one of the four achievement level categories shown below. In addition, student scores are reported as percentile ranks, which are generated from a statewide distribution of students who took the test during the first year the test was administered or the norming year.

Achievement Levels for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 3

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	216-229
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	230-239
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	240-249
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work	250-272

Sample Items The following pages contain a sample selection and sample items that represent the type of material that appears on the North Carolina End-of-Grade Test of Reading Comprehension – Grade 3. The category and objective correspond to the category and curriculum objective that the item is designed to measure. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimension of Thinking* by Robert J. Marzano and others. Additional samples can be found on the NCDPI web site at www.ncpublicschools.org/accountability/testing/eog.

Read this selection to learn how the Donkey and the Monkey found out that they were better off than they thought and answer the questions that follow

The Donkey, the Monkey, and the Mole

by Aesop

One day a Donkey and a Monkey were talking together about how unhappy they were.

"My ears are so long that all the animals laugh at me," said the Donkey. "I wish that I had beautiful horns upon my head like the Ox."

"You look well enough," said the Monkey. "But just look at me. Every time I turn my back, the other animals laugh at me."

"Why do the other animals laugh at you?" asked the Donkey. "You look all right to me."

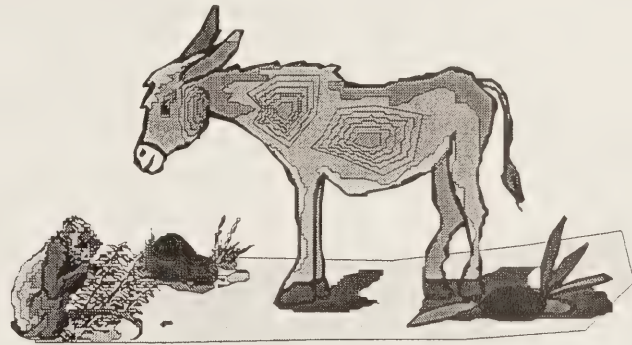
"They laugh at my funny-looking tail," said the Monkey. "Now if I had a great big tail like the Fox, I would be a beautiful animal indeed."

A Mole who had just come out of his hole in the ground had overheard the Donkey and the Monkey talking.

"Hold your tongues, both of you," said the Mole. "You should be thankful for what you have. How would you like to be a Mole? The Moles have no horns at all. The Moles have no tail to speak of. The Moles are nearly blind. The Moles live in the dark under the ground most of the time."

The Donkey and the Monkey said no more about the things they did not have.

We should be satisfied with what we have. There are always others not as well off as ourselves.



"The Donkey, the Monkey, and the Mole" by Aesop from *Aesop's Stories for Pleasure Reading* by Edward W. Dolch.

- | | |
|--|--|
| <p>1. What lesson did the Mole want his friends to learn?</p> <p>A Good things come to those who wait.</p> <p>B Good things come in small packages.</p> <p>C If at first you do not succeed, try, try again.</p> <p>D Be grateful for who you are.</p> | <p>2. Which of the following best describes what the Donkey and the Monkey were unhappy about?</p> <p>A what they had to eat</p> <p>B how much work they had</p> <p>C where they lived</p> <p>D how they looked</p> |
|--|--|

3. When the Mole says "Hold your tongues," what is he telling the Donkey and the Monkey to do?
- A Stick out their tongues and hold them.
 - B Stop talking in such an unhappy way.
 - C Hold each other's tongue.
 - D Keep on talking to each other.
4. What did the Donkey and the Monkey have in common?
- A They both had funny-looking tails.
 - B They both had long ears.
 - C They both wanted to be like some other animal.
 - D They both lived in the dark under the ground.

5. Which of the following statements is true?
- A The Donkey wanted a great big tail like the Fox.
 - B The Mole had more to complain about than the Donkey or the Monkey.
 - C The Monkey wanted beautiful horns like the Ox.
 - D The Mole, the Donkey, and the Monkey were all satisfied with how they were.

End of Set

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Answers to Grade 3 Reading Comprehension Sample Items

Passage Title	Question Number	Correct Answer	Category	Thinking Skill	Objective Number
The Donkey, the Monkey, and the Mole	1	D	Interpretation	Integrating	2.04
The Donkey, the Monkey, and the Mole	2	D	Cognition	Integrating	2.04
The Donkey, the Monkey, and the Mole	3	B	Interpretation	Integrating	2.04
The Donkey, the Monkey, and the Mole	4	C	Critical Stance	Analyzing	3.02
The Donkey, the Monkey, and the Mole	5	B	Interpretation	Generating	2.05

North Carolina End-of-Grade Test—Grade 3

Mathematics

What are the purposes of the NC Testing Program?

The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society, (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery, and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.” This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the end-of-grade tests at the prior grade are used to estimate a student’s level of knowledge and skills at the beginning of the new grade to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test?

The North Carolina End-of-Grade (EOG)—Grade 3 test in mathematics assesses the third grade goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum’s focus on inquiry instruction and higher-order thinking, the EOG—Grade 3 test in mathematics has an increased focus on processing information and higher-order thinking.

Each item on the EOG—Grade 3 test in mathematics is related to one of the third grade competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the grade 3 mathematics curriculum describe the knowledge and skills that are to be taught in all third grade classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOG—Grade 3 test in mathematics assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test—Grade 3 Mathematics

Goal	Description of Goal	Percentage of Items on Test
1	The learner will model, identify, and compute with numbers less than 10,000.	40%
2	The learner will recognize, understand, and use basic geometric properties, and standard units of metric and customary measurement.	30%
3	The learner will demonstrate an understanding of classification, patterning, and seriation.	15%
4	The learner will demonstrate an understanding of data collection, display, and interpretation.	15%

How is the test administered? The EOG—Grade 3 test in mathematics consists of 80 multiple-choice questions and is administered in two parts: Calculator-Inactive (24 questions) and Calculator-Active (56 questions). Students may not use calculators during the Calculator-Inactive part (30%) of the test. Students may use calculators during the Calculator-Active part (70%) of the test. The test is administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the school year. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the EOG—Grade 3 test in mathematics were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. EOG—Grade 3 tests in mathematics aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000–2001 school year.

What kinds of scores do students receive on the test? The scores on the End-of-Grade Tests in mathematics are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. The scale scores range from 210 to 310. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for North Carolina End of Grade Test—Grade 3 Mathematics

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	218-237
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	238-245
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	246-254
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work	255-276

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Grade Test—Grade 3 in mathematics. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information: **Assessment Briefs:**
<http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/>
<http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/>

Mathematics Curriculum:
<http://www.ncpublicschools.org/curriculum>

Thinking Skills:
<http://www.ncpublicschools.org/accountability/testing/>

Additional Mathematics Sample Items:
<http://www.ncpublicschools.org/accountability/testing/eog/>

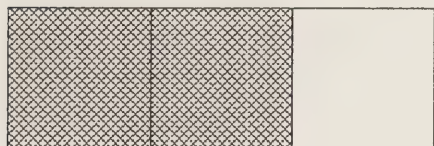
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Grade 3 Math Sample Items

Calculator Inactive

1. Objective: 1.06
Thinking Skill: Analyzing

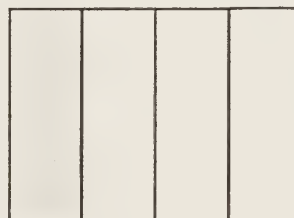
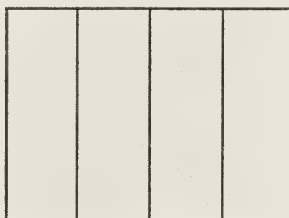
What portion of the figure is shaded?



- A $\frac{1}{3}$
B $\frac{1}{2}$
* C $\frac{2}{3}$
D $\frac{2}{1}$

-
2. Objective: 1.06
Thinking Skill: Analyzing

What mixed number represents the total parts shaded?



- A $1\frac{3}{8}$
B $1\frac{5}{8}$
* C $2\frac{1}{4}$
D $2\frac{3}{4}$

Calculator Active

3. Objective: 1.15
Thinking Skill: Applying

Tom's book has 478 pages. Sue's book has 514 pages. Adam's book has 38 more pages than Tom's book. Bob's book has 38 more pages than Sue's book. Whose book has the **most** pages?

- A Tom's
- B Sue's
- C Adam's
- *D Bob's

4. Objective: 1.15
Thinking Skill: Applying

There are 12 people at a pizza party. Each person gets 3 pieces of pizza. Each pizza has 4 pieces. How many pizzas do they need?

- A 3 pizzas
- B 4 pizzas
- *C 9 pizzas
- D 12 pizzas

North Carolina End-of-Grade Test of Reading Comprehension—Grade 5

What are the purposes of the NC Testing Program?

The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.” This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the end-of-grade tests at the prior grade are used to estimate a student’s level of knowledge and skills at the beginning of the new grade to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade five assesses the reading components of the grade five North Carolina *Standard Course of Study*. The test consists of eight reading selections with three to nine associated questions for each selection. Each student is asked to read five literary selections (two fiction, one nonfiction, one drama, one poem) and three informational selections (two content and one consumer). The variety of selections on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The end-of-grade tests are organized by category, with each item falling into one of four categories: cognition, interpretation, critical stance, or connections. A description of each category and the average percentage of items per form for each category are shown in the table below. Each item is also aligned to a curriculum objective from the North Carolina English Language Arts *Standard Course of Study*.

Descriptive Information for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 5

Category	Description of Category	Average Percentage
Cognition	Refers to the initial strategies a reader uses to understand the selection. It is about purpose and organization of the selection. It considers the text as a whole or in a broad perspective. Cognition includes strategies like using context clues to determine meaning or summarizing to include main points	35%
Interpretation	Requires the student to develop a more complete understanding. It may ask students to clarify, to explain the significance of, to extend, and/or to adapt ideas/concepts.	39%
Critical Stance	Refers to tasks that ask the student to stand apart from the selection and consider it objectively. It involves processes like comparing/contrasting and understanding the impact of literary elements.	20%
Connections	Refers to connecting knowledge from the selection with other information and experiences. It involves the student being able to relate the selection to events beyond/outside the selection. In addition, the student will make associations outside the selection and between selections.	6%

How is the test administered? The North Carolina End-of-Grade Test of Reading Comprehension at grade five consists of 50 multiple-choice questions administered during a 115-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored by the local education agency with software provided by the NCDPI. Reports of student performance are produced locally. In addition, test scores are aggregated at the North Carolina Department of Public Instruction to fulfill the state and federal reporting requirements for the accountability programs.

How was the test developed? The reading selections were chosen by North Carolina educators to reflect the variety of reading done by students at this level in and out of school and to ensure accessibility to a majority of students. Those chosen are selections that would generally be read by students, would be interesting to the students, and have appropriate content for a reading comprehension test at this grade level. The questions for each selection were written and reviewed by trained North Carolina teachers and educators during the 2000-2001 and 2001-2002 school years and were field tested in the spring of 2002. Each field test question was administered to approximately 1,400 students from randomly selected schools across the state. The grade five reading test was implemented statewide for the first time in the spring of 2003.

What kinds of scores do students receive on the test? The scores on the end-of-grade reading test are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. On the grade five reading test, the scale scores range from 228-277. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. Achievement levels are also generated to provide an interpretation of student performance relative to a predetermined standard. Student scores are converted to one of the four achievement level categories shown below. In addition, student scores are reported as percentile ranks, which are generated from a statewide distribution of students who took the test during the first year the test was administered or the norming year.

Achievement Levels for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 5

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	228-238
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	239-246
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	247-258
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work	259-277

Sample Items The following pages contain a sample selection and sample items that represent the type of material that appears on the North Carolina End-of-Grade Test of Reading Comprehension – Grade 5. The category and objective correspond to the category and curriculum objective that the item is designed to measure. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimension of Thinking* by Robert J. Marzano and others. Additional samples can be found on the NCDPI web site at www.ncpublicschools.org/accountability/testing/eog.

How would you like to take care of bees? Read the following selection and answer the questions that follow.

Watching a Beekeeper

by Joan Davis

I froze in place as a cloud of honeybees buzzed around my head and arms. My only hope was that the big fancy net I was wearing would keep the bees out. You see, my friend Frank is a beekeeper. He not only keeps bees but he loves them, too. I joined him on this warm spring day to see how a beekeeper starts a new hive.

Frank needed some more hives, so he called a nearby bee ranch to order two boxes of bees. A few days later, the buzzing, vibrating boxes arrived at the post office. Each box was filled with more than ten thousand bees. A postal worker called Frank and asked him to please hurry and pick them up!

③ Honeybees had always seemed scary to me. But as I watched Frank work, I learned something. I learned that if you know how to handle bees the right way, beekeeping can be a great hobby.

Frank and I each wore a helmet and a net to protect us from bee stings. We used string to tie our pants around our ankles to keep any lost honeybees from crawling up our legs.

For hives, beekeepers use boxes with narrow wooden frames hanging inside. On each frame is a sheet of thin wax. The honeybees produce more wax from their bodies to make six-sided boxes, called cells, on these sheets. The queen bee lays eggs in some of the cells, and the bees store honey

and pollen in others. Each cell is just big enough for a honeybee to squeeze inside.

Frank sprayed sugar water on the mass of bees in the center of the mailing box. For a few minutes, this makes their wings too sticky to fly. Then he reached in for the tiny box containing the queen bee.

"Aha," whispered Frank, "and here she is." His voice was quiet but excited.

He slipped the queen's box into his pocket to keep her safe.

The queen is important to the hive, and the other honeybees will attack to protect her.

Moving quietly, he dumped the rest of the honeybees from the mailing box into the hive. After spraying the queen with sugar water, he took her out of the special box and placed her in her new home. He covered the top of the hive with a lid. Then he smiled at me and said, "Not one sting. They must really like you!"

Next, Frank opened a little door at the bottom of the hive. This would let the honeybees fly in and out to gather nectar and pollen for the hive. Honeybees use nectar to make honey. They use honey and pollen as food. Soon the queen would start laying eggs, and the hive would grow. Frank's work for the day was done.

Later in the summer, I saw Frank again. He proudly presented me with a big jar of sweet, tasty honey made by my friends the honeybees.



1. What is the **main** purpose of this selection?
 - A to warn the reader about the danger of bees
 - B to entertain the reader with humorous stories about bees
 - C to inform the reader with interesting facts about bees
 - D to convince the reader to start raising bees
2. This selection begins with the author saying, "I froze in place as a cloud of honeybees buzzed around my head and arms." What does the word *froze* mean in this sentence?
 - A stopped
 - B walked
 - C became cold
 - D became confused
3. What is the **main** idea of paragraph 3?
 - A Working with bees is very difficult.
 - B Raising bees is financially rewarding.
 - C Handling bees is scary and very dangerous.
 - D Raising bees can be enjoyable if you know how.
4. Why does Frank spray sugar water on the bees?
 - A to give them special food
 - B to make their wings shiny
 - C to keep them from flying
 - D to make them produce honey
5. What does the final paragraph suggest about making honey?
 - A Making honey is an easy task.
 - B Making honey is a fun activity.
 - C It takes only a few days to make honey.
 - D It takes a few months to make honey.

6. What is the **main** job that Frank completed?
- A separating the queen bee from the other bees
 - B moving all the bees into their new home
 - C teaching the bees to make honey
 - D showing his bees and hives to a friend

End of Set

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Answers to Grade 5 Reading Comprehension Sample Items

Passage Title	Question Number	Correct Answer	Category	Thinking Skill	Objective Number
Watching a Beekeeper	1	C	Cognition	Analyzing	2.04
Watching a Beekeeper	2	A	Cognition	Analyzing	1.02
Watching a Beekeeper	3	D	Cognition	Analyzing	2.04
Watching a Beekeeper	4	C	Cognition	Knowledge	2.02
Watching a Beekeeper	5	D	Interpretation	Generating	2.05
Watching a Beekeeper 2.02	6		B	Cognition	Analyzing

North Carolina End-of-Grade Test—Grade 5 Mathematics

What are the purposes of the NC Testing Program? The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society, (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery, and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.” This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the end-of-grade tests at the prior grade are used to estimate a student’s level of knowledge and skills at the beginning of the new grade to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test? The North Carolina End-of-Grade (EOG)—Grade 5 test in mathematics assesses the fifth grade goals and objectives in the North Carolina Mathematics Standard Course of Study (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum’s focus on inquiry instruction and higher-order thinking, the EOG—Grade 5 test in mathematics has an increased focus on processing information and higher-order thinking.

Each item on the EOG—Grade 5 test in mathematics is related to one of the fifth grade competency goals in the North Carolina Mathematics Standard Course of Study. The four competency goals for the grade 5 mathematics curriculum describe the knowledge and skills that are to be taught in all fifth grade classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOG—Grade 5 test in mathematics assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test—Grade 5 Mathematics

Goal	Description of Goal	Percentage of Items on Test
1	The learner will understand and compute with rational numbers.	40%
2	The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement.	25%
3	The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation.	16%
4	The learner will demonstrate an understanding and use of graphing, probability, and data analysis.	19%

How is the test administered? The EOG—Grade 5 test in mathematics consists of 80 multiple-choice questions and is administered in two parts: Calculator-Inactive (24 questions) and Calculator-Active (56 questions). Students may not use calculators during the Calculator-Inactive part (30%) of the test. Students may use calculators during the Calculator-Active part (70%) of the test. The test is administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the school year. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the EOG—Grade 5 test in mathematics were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. Mathematics EOG—Grade 5 tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000–2001 school year.

What kinds of scores do students receive on the test? The scores on the End-of-Grade Tests in mathematics are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. The scale scores range from 210 to 310. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for North Carolina End of Grade Test—Grade 5 Mathematics

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	221-242
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	243-249
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	250-259
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work	260-295

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Grade Test—Grade 5 in mathematics. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information: **Assessment Briefs:**
<http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/>
<http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/>

Mathematics Curriculum:
<http://www.ncpublicschools.org/curriculum>

Thinking Skills:
<http://www.ncpublicschools.org/accountability/testing/>

Additional Mathematics Sample Items:
<http://www.ncpublicschools.org/accountability/testing/eog/>

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Grade 5 Math Sample Items

Calculator Inactive

1. Objective: 1.13
Thinking Skill: Applying

Canned milk is packed in cases of 24 cans. The whole case weighs 288 ounces. How much would $\frac{1}{4}$ of a case weigh?

- *A 72 ounces
- B 60 ounces
- C 48 ounces
- D 6 ounces

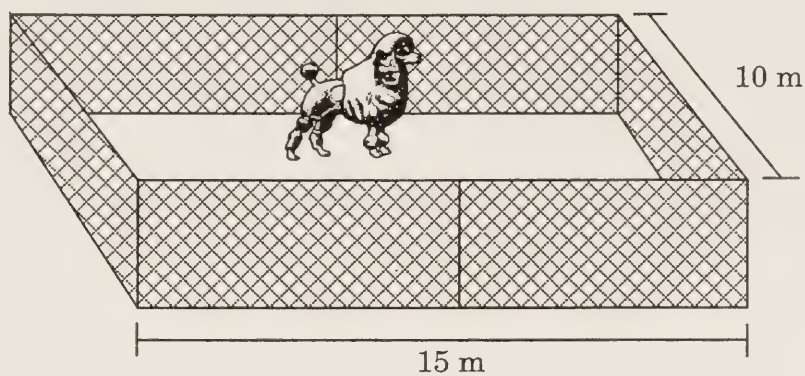
2. Objective: 1.18
Thinking Skill: Applying

Mr. Tanner's class has earned a pizza party, and Tiffany is in charge of ordering the pizza. She wants each of the 21 students in the class to have three pieces. If there are 12 slices in each pizza, how many pizzas should she order?

- A 3
- B 4
- C 5
- *D 6

3. Objective: 2.02
Thinking Skill: Applying

Ms. Rollins put a fence around her rectangular yard to keep her dog in.



How many meters of fencing did Ms. Rollins use?

- A 250 m
- B 150 m
- *C 50 m
- D 25 m

Calculator Active

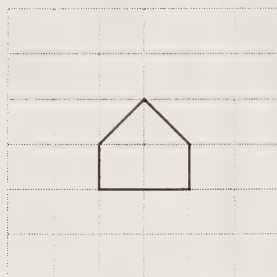
4. Objective: 1.18
Thinking Skill: Applying

The four members of the Chappell family went out for dinner. The total cost of the meal was \$34. If they used a \$5 coupon, how much was the cost per person?

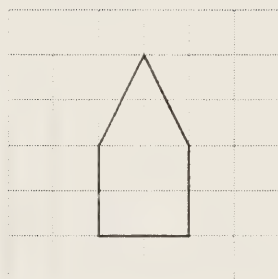
- A \$7.10
- *B \$7.25
- C \$8.20
- D \$8.50

5. Objective: 2.07
Thinking Skill: Analyzing

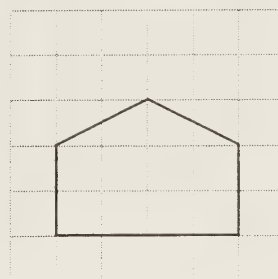
How would this picture look if it were drawn twice as large?



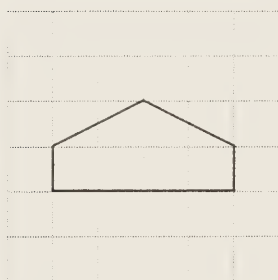
A



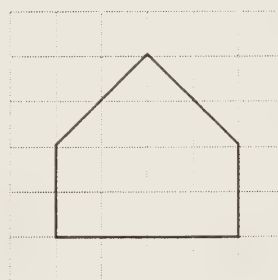
B



C



*D



6. Objective: 3.02
Thinking Skill: Analyzing

Which of these numbers is divisible by 3?

- A 61,234
B 63,344
*C 66,471
D 67,214

7. Objective: 3.05
Thinking Skill: Generating

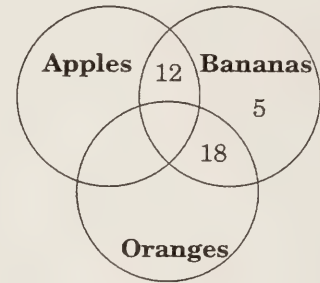
There are 36 fifth graders in art class. The art teacher wants to arrange their pictures on the wall so that one is in the first row, two are in the second row, three are in the third row, etc. How many rows of pictures will there be?

- *A 8 rows
B 9 rows
C 10 rows
D 11 rows

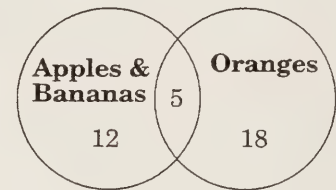
8. Objective: 4.04
Thinking Skill: Analyzing

A survey showed that 12 students in Mrs. Scott's class liked apples and bananas, 18 students liked oranges and bananas, and five students liked only bananas. Which Venn diagram shows this?

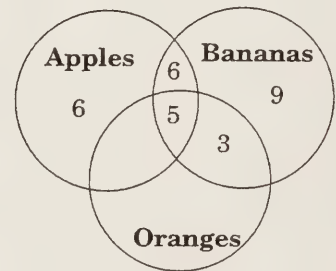
*A



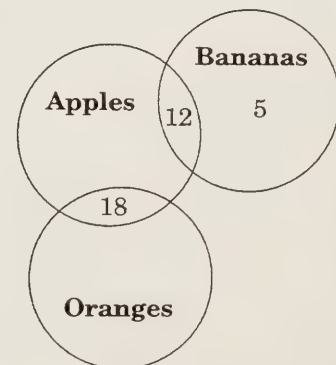
B



C



D



9. Objective: 4.05
Thinking Skill: Applying

The following are Tom's grades in science: 80, 85, 100, 78, 90. There will be only one more test this grading period. What is the lowest grade Tom can make and still have an 85 average in the class?

- A 70
- *B 77
- C 86
- D 100

10. Objective: 4.09
Thinking Skill: Analyzing

The bags pictured below contain red and green chips. If Jeff picks a chip at random, from which bag will he have the greatest chance of picking a red chip?

A



B



*C



D



North Carolina End-of-Grade Test of Reading Comprehension—Grade 8

What are the purposes of the NC Testing Program?

The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.” This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the end-of-grade tests at the prior grade are used to estimate a student’s level of knowledge and skills at the beginning of the new grade to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade eight assesses the reading components of the grade eight North Carolina *Standard Course of Study*. The test consists of nine reading selections with three to nine associated questions for each selection. Each student is asked to read six literary selections (two fiction, one nonfiction, one drama, two poems) and three informational selections (two content and one consumer). The variety of selections on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The end-of-grade tests are organized by category, with each item falling into one of four categories: cognition, interpretation, critical stance, or connections. A description of each category and the average percentage of items per form for each category are shown in the table below. Each item is also aligned to a curriculum objective from the North Carolina English/Language Arts *Standard Course of Study*.

Descriptive Information for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 8

Category	Description of Category	Average Percentage
Cognition	Refers to the initial strategies a reader uses to understand the selection. It is about purpose and organization of the selection. It considers the text as a whole or in a broad perspective. Cognition includes strategies such as using context clues to determine meaning or summarizing to include main points.	29%
Interpretation	Requires the student to develop a more complete understanding. It may ask students to clarify, to explain the significance of, to extend, and/or to adapt ideas/concepts.	40%
Critical Stance	Refers to tasks that ask the student to stand apart from the selection and consider it objectively. It involves processes such as comparing/contrasting and understanding the impact of literary elements.	25%
Connections	Refers to connecting knowledge from the selection with other information and experiences. It involves the student being able to relate the selection to events beyond/outside the selection. In addition, the student will make associations outside the selection and between selections.	6%

How is the test administered?

The North Carolina End-of-Grade Test of Reading Comprehension at grade eight consists of 56 multiple-choice questions administered during a 115-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored by the local education agency with software provided by the NCDPI. Reports of student performance are produced locally. In addition, test scores are aggregated at the North Carolina Department of Public Instruction to fulfill the state and federal reporting requirements for the accountability programs.

How was the test developed?

The reading selections were chosen by North Carolina educators to reflect the variety of reading done by students at this level in and out of school and to ensure accessibility to a majority of students. Those chosen are selections that would generally be read by students, would be interesting to the students, and have appropriate content for a reading comprehension test at this grade level. The questions for each selection were written and reviewed by trained North Carolina teachers and educators during the 2000-2001 and 2001-2002 school years and were field tested in the spring of 2002. Each field test question was administered to approximately 1,300 students from randomly selected schools across the state. The grade eight reading test was implemented statewide for the first time in the spring of 2003.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. On the grade eight reading test, the scale scores range from 231-290. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. Achievement levels are also generated to provide an interpretation of student performance relative to a predetermined standard. Student scores are converted to one of the four achievement level categories shown below. In addition, student scores are reported as percentile ranks, which are generated from a statewide distribution of students who took the test during the first year the test was administered or the norming year.

Achievement Levels for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 8

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	231-243
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	244-253
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	254-265
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work	266-290

Sample Items

The following pages contain a sample selection and sample items that represent the type of material that appears on the North Carolina End-of-Grade Test of Reading Comprehension – Grade 8. The category and objective correspond to the category and curriculum objective that the item is designed to measure. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from Dimension of Thinking by Robert J. Marzano and others. Additional samples can be found on the NCDPI web site at www.ncpublicschools.org/accountability/testing/eog.

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Weeds are everywhere, it seems, but just what makes people call a plant a weed? This selection explains. Read the selection and answer the questions that follow.

The Ways Of Weeds

by Anne Ophelia Dowden

In the eyes of many people, our city wild flowers are just weeds. This makes us wonder. What is a weed? It is not necessarily an unattractive plant. A dandelion is as beautiful as a chrysanthemum and would be as highly valued if it did not grow by the millions in green lawns where it is not wanted. Actually, this gives us the answer to our question: a weed is any plant that grows where man doesn't want it to. Some of the most beautiful wild flowers of country roadsides are considered weeds if they come up in a farmer's wheatfield or in someone's rose garden. When they appear in dreary spots in the middle of a city, they again become precious and worthy of admiration.

② There are, however, certain qualities that make plants "weedy." They are the qualities that we have found in our city plants—vigor, ability to travel, ability to reproduce themselves under all kinds of conditions. These traits were acquired by the ancestors of our weeds long ago and often far away. The majority of our weeds came to America from foreign lands. Most came from Europe, carried here intentionally or accidentally by the earliest settlers and by later generations of traders. The ones that landed on the East Coast came to a country that was covered with dense forests and a balance of wild life that had existed for millions of years. When trees were cut down and large areas cleared for farming, the sun-loving, open-field plants from Europe found an ideal place in which to spread. They had little competition from native American plants of the region, which were more at home in the

moist shade of the woods.

③ Many plants that began to run wild had been cherished flowers or vegetables in Old World gardens. The settlers brought with them seeds or rooted pieces of the plants they were accustomed to grow for ornament and food and medicine. Many of these now grow wild in the United States, and some—like mustard, mugwort, and toadflax—are vigorous enough to make their way into city lots. Clovers and grasses were brought for grazing cows and horses. And dozens of plants which were despised as weeds even in their homeland traveled here unseen in bales of hay, in packing materials, in the earth that was often used as ballast for ships.

The very first immigrant plants were brought to the West Coast by the Spaniards, and many of them are now common weeds in California. A few have reached the United States in recent years from Asia and the Southern Hemisphere, but the greatest number of new plants landed long ago on the East Coast. These have been making their way westward ever since, settling down wherever soil and temperature and rainfall make life possible for them. They become weeds wherever the native population of plants is not strong enough to crowd them out. Man has made this migration possible. He has moved westward, cutting down forests, ploughing fields, building roads, changing natural drainage—thus opening up new homes for new plants. He has also furnished transportation for them, often without knowing it.

Some of our weeds, of course, are native Americans—plants originally limited to small open areas and now given new opportunities by the changed countryside. These include some of the handsomest ones found in city

lots: sunflower, goldenrod, aster, milkweed. And there has also been a certain amount of west-to-east migration, as some plants of the western plains, like ragweed, have spread rapidly in the East.

“The Ways of Weeds” from *Wild Green Things in the City* by Anne Ophelia Todd Dowden. Copyright © 1972. Reprinted by permission of the author.

- | | |
|--|--|
| <p>1. What information is emphasized in the selection’s first two paragraphs?</p> <p>A how weeds came to this country</p> <p>B what makes a plant a weed</p> <p>C what causes weeds to flourish</p> <p>D why people do not like weeds</p>
<p>2. Based on the selection, where did most of the American plants now considered weeds originate?</p> <p>A the Far East</p> <p>B Europe</p> <p>C the Southern Hemisphere</p> <p>D Central Asia</p> | <p>3. According to the information in paragraph 2, which factor contributed most to the spreading of weeds across America?</p> <p>A the fragility of American plants</p> <p>B the lack of animals to eat them</p> <p>C the clearing of land for farms</p> <p>D the foreign origin of most weeds</p>
<p>4. What is the main idea of paragraph 3?</p> <p>A Many plants brought by settlers were not originally considered weeds.</p> <p>B Europeans have different ideas about what is or is not a weed.</p> <p>C Many weeds are commonly used in food and in medicine.</p> <p>D People’s ideas about the usefulness of some plants changed over the years.</p> |
|--|--|
-

5. According to the selection, what is often the **main** difference between a weed and a plant that is admired?

- A its ability to spread
- B where it came from
- C its winter hardiness
- D where it grows

6. Based on the selection, what is the **best** way to keep weeds from an area?

- A have healthy native plants
- B use a lot of chemicals
- C spend time in the garden
- D water plants more frequently

7. Based on the information in the selection, which of the following relationships is **most similar** to the relationship below?

toadflax : vigorous

- A weeds : England
- B dandelion : unwanted
- C clover : ballast for ships
- D mugwort : fragile

8. Based on the selection, which of the following statements about weeds is true?

- A Most like to grow in the shade.
- B Most can be used in medicines.
- C Many came to this country by accident.
- D Many have become less adapted to different conditions.

9. What is the **main** difference between the weeds that came from Europe and the native American plants?

- A European plants loved shade and moisture.
- B American plants loved sun and open fields.
- C European plants loved moisture and open fields.
- D American plants loved shade and moisture.

End of Set

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, the Department of Public Instruction does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, or military service in its policies, programs, activities, admissions or employment.

Answers to Grade 8 Reading Comprehension Sample Items

Passage Title	Question Number	Correct Answer	Category	Thinking Skill	Objective Number
The Way of Weeds	1	B	Cognition	Analyzing	2.01
The Way of Weeds	2	B	Cognition	Knowledge	2.01
The Way of Weeds	3	C	Cognition	Integrating	2.01
The Way of Weeds	4	A	Cognition	Analyzing	2.01
The Way of Weeds	5	D	Critical Stance	Organizing	5.01
The Way of Weeds	6	A	Interpretation	Integrating	2.01
The Way of Weeds	7	B	Critical Stance	Analyzing	2.01
The Way of Weeds	8	C	Interpretation	Analyzing	2.01
The Way of Weeds	9	D	Critical Stance	Organizing	2.01

North Carolina End-of-Grade Test—Grade 8 Mathematics

What are the purposes of the NC Testing Program?

The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society, (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery, and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.” This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the end-of-grade tests at the prior grade are used to estimate a student’s level of knowledge and skills at the beginning of the new grade to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test?

The North Carolina End-of-Grade (EOG)—Grade 8 test in mathematics assesses the eighth grade goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum’s focus on inquiry instruction and higher-order thinking, the EOG—Grade 8 test in mathematics has an increased focus on processing information and higher-order thinking.

Each item on the EOG—Grade 8 test in mathematics is related to one of the eighth grade competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the grade 8 mathematics curriculum describe the knowledge and skills that are to be taught in all eighth grade classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOG—Grade 8 test in mathematics assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test—Grade 8 Mathematics

Goal	Description of Goal	Percentage of Items on Test
1	The learner will understand and compute with real numbers.	44%
2	The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement.	25%
3	The learner will demonstrate an understanding of patterns, relationships, and fundamental algebraic concepts.	15%
4	The learner will demonstrate an understanding and use of graphing, probability, and data analysis.	16%

How is the test administered? The EOG—Grade 8 test in mathematics consists of 80 multiple-choice questions and is administered in two parts: Calculator-Inactive (24 questions) and Calculator-Active (56 questions). Students may not use calculators during the Calculator-Inactive part (30%) of the test. Students may use calculators during the Calculator-Active part (70%) of the test. The test is administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the school year. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the EOG—Grade 8 test in mathematics were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. Mathematics EOG—Grade 8 tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000–2001 school year.

What kinds of scores do students receive on the test?

The scores on the End-of-Grade Tests in mathematics are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. The scale scores range from 210 to 310. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for North Carolina End of Grade Test—Grade 8 Mathematics

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	235-253
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	254-260
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	261-271
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work	272-310

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Grade Test—Grade 8 in mathematics. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information:

Assessment Briefs:

<http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/>

<http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/>

Mathematics Curriculum:

<http://www.ncpublicschools.org/curriculum>

Thinking Skills:

<http://www.ncpublicschools.org/accountability/testing/>

Additional Mathematics Sample Items:

<http://www.ncpublicschools.org/accountability/testing/eog/>

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Grade 8 Math Sample Items

Calculator Inactive

1. Objective: 1.02
Thinking Skill: Applying

Steve currently pays \$450 per month for an apartment. The landlord intends to raise the rent 4% at the end of the year. What can Steve expect to pay per month next year to rent the same apartment?

- *A \$468.00
- B \$454.00
- C \$451.80
- D \$450.18

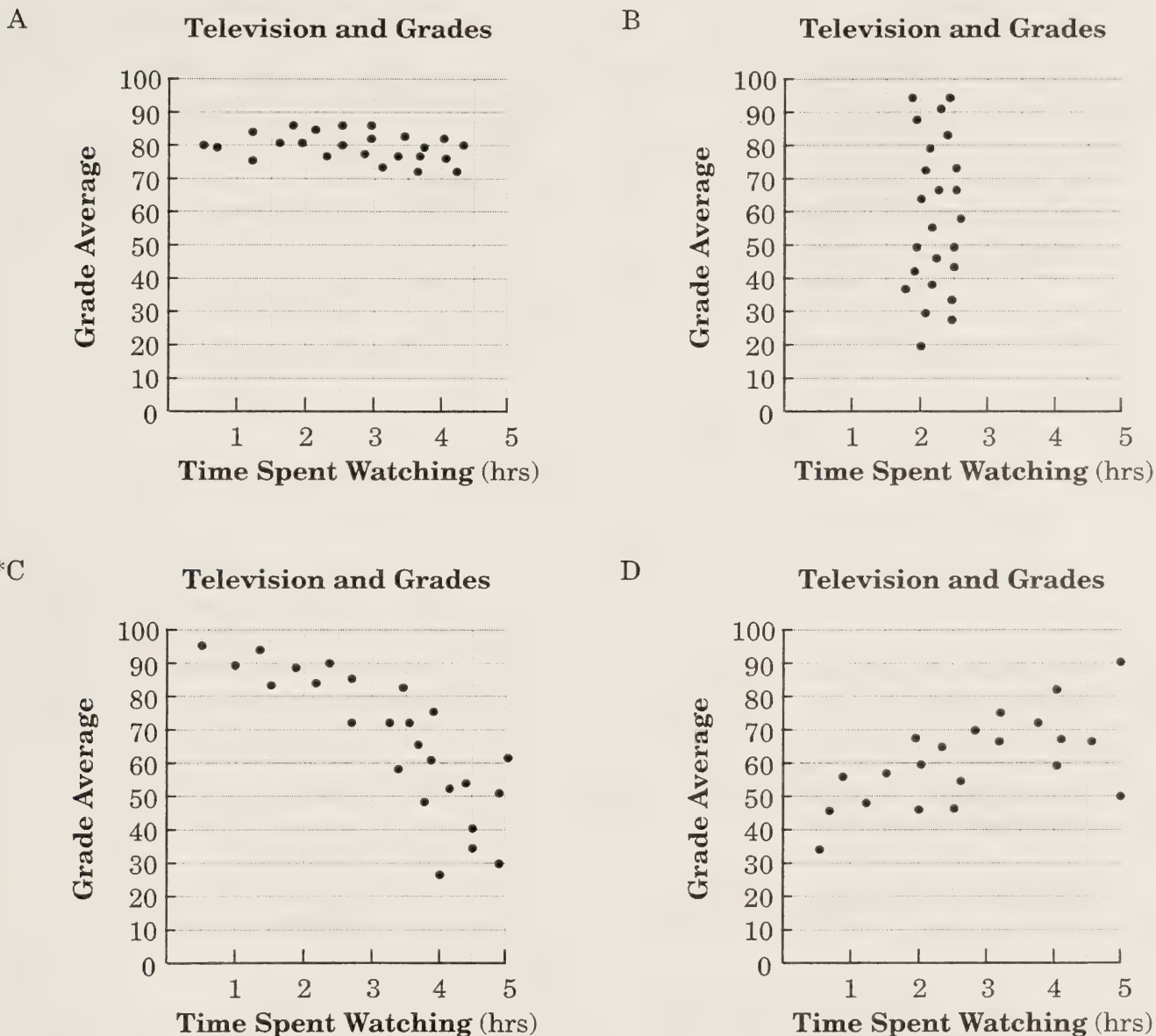
2. Objective: 1.06
Thinking Skill: Applying

What is the product of $(3x)^2$ and $2x^5$?

- A $18x^{10}$
- * B $18x^7$
- C $6x^{10}$
- D $6x^7$

3. Objective: 4.02
Thinking Skill: Analyzing

Data concerning the number of hours of television watched and grade averages were gathered from 25 students. Which scatter plot shows a strong negative relationship between the time a student watched television and his/her grade average?



Calculator Active

4. Objective: 1.10
Thinking Skill: Analyzing

Which of the following illustrates the use of the commutative property of addition?

A $(4x + 6y) + 2z = 4x + (6y + 2z)$

B $(4x + 6y) + 2z = (4x + 6y + 2z)$

*C $(4x + 6y) + 2z = (6y + 4x) + 2z$

D $(4x + 6y) + 2z = (4x + 6y) + 2z$

5. Objective: 1.12
Thinking Skill: Analyzing

Which of the following pieces of information should have been included in order to solve the problem in the box?

A passenger train travels 70 miles per hour from Chicago to New York. A freight train, traveling 50 miles per hour, travels the same route. How far apart are the cities of Chicago and New York?

- *A The freight train will take three hours longer to travel the route.
- B The passenger train will make five stops between Chicago and New York.
- C The freight train will carry 2 tons of cargo.
- D The passenger train will carry 500 passengers.

6. Objective: 1.12
Thinking Skill: Applying

A soccer team won two of its first twelve games. The team ended the season winning exactly half of the games it played. What is the fewest number of games the team could have played?

A 14

*B 20

C 24

D 28

7. Objective: 2.01
Thinking Skill: Applying

Mark wants to paint the four walls of his bedroom. His bedroom is 18 feet long, 12 feet wide, and 8 feet high. If a gallon of paint covers 400 square feet, how many gallons of paint will he need to buy?

A 1 gallon

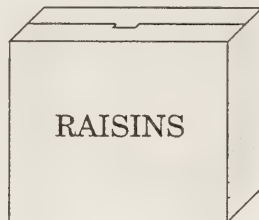
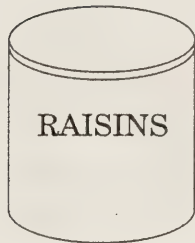
*B 2 gallons

C 3 gallons

D 4 gallons

8. Objective: 2.05
Thinking Skill: Applying

Raisins come in two different shaped containers, both having the same height. The cylindrical container measures 10 cm across, while the prism-shaped box has a rectangular top that measures 14 cm by 5 cm.



Which container holds more?

- *A The cylinder holds more.
- B The prism hold more.
- C They both hold the same amount.
- D It is impossible to tell without knowing the exact height of the containers.

9. Objective: 4.04
Thinking Skill: Analyzing

The principal at a middle school wants to know if the community will support a dress code. Which method of random sampling is **best**?

- A using a list of residents and choosing the first 100 people on the list
- B splitting a list of residents into seventh-grade parents and eighth-grade parents and selecting the first 10 names on each list
- C choosing children who are attending the middle school
- *D choosing 100 people from various parts of the community

10. Objective: 4.06
Thinking Skill: Applying

There are 12 letters in the Hawaiian alphabet: A, E, H, I, K, L, M, N, O, P, U, and W. Each of the letters is written on a separate card and the cards are put into a box. If vowels are A, E, I, O, U and consonants are all other letters, what is the probability of drawing a card with a consonant written on it?

- *A $\frac{7}{12}$
- B $\frac{5}{12}$
- C $\frac{1}{5}$
- D $\frac{1}{12}$

North Carolina End-of-Course Test

Algebra I

What are the purposes of the NC Testing Program? The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. The purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society, (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery, and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.” This test is one component of the North Carolina Testing Program, which includes reading comprehension and mathematics tests in grades three through eight and end-of-course tests in many courses.

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student’s expected score for each school on each EOC test. Each expected score is determined by students’ performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students’ performance in the EOC course where they are currently enrolled.

What is measured by the test? The North Carolina End-of-Course (EOC) Test of Algebra I assesses the Algebra I goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum’s focus on inquiry instruction and higher-order thinking, the EOC Algebra I test has an increased focus on processing information and higher-order thinking.

Each item on the EOC Algebra I test is related to one of the Algebra I competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the Algebra I curriculum describe the knowledge and skills that are to be taught in all Algebra I classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOC Algebra I test assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Course Test of Algebra I

Goal	Description of Goal	Percentage of Items on Test
1	The learner will perform operations with real numbers and polynomials to solve problems.	15%
2	The learner will solve problems in a geometric context.	5%
3	The learner will graph and use relations and functions to solve problems.	70%
4	The learner will collect and interpret data to solve problems.	10%

How is the test administered? The EOC Algebra I test consists of 80 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the EOC Algebra I test were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. The EOC Algebra I tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000-2001 school year.

What kinds of scores do students receive on the test? The scores on the EOC Algebra I tests are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina End of Course Test of Algebra I

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at a more advanced level in the content area.	23-44
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at a more advanced level in the content area.	45-54
3	Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area.	55-65
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in subject matter and skills and are very well prepared for a more advanced level in the content area.	66-87

Sample Items

The following pages contain samples of the types of items that appear on the North Carolina End-of-Course Test of Algebra I. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information:

Assessment Briefs:

<http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/>
<http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/>

Mathematics Curriculum:

<http://www.ncpublicschools.org/curriculum>

Thinking Skills:

<http://www.ncpublicschools.org/accountability/testing/>

Additional Mathematics Sample Items:

<http://www.ncpublicschools.org/accountability/testing/eoc/>

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Algebra I Sample Items

1. Objective: 1.02
Thinking Skill: Applying

Simplify: $\frac{14c^3d^2 - 21c^2d^3}{14cd^2}$

- * A $c^2 - \frac{3cd}{2}$
B $c^2 - \frac{3c^2d}{2}$
C $c^2 - 21c^2d^2$
D $c^2d - \frac{3cd}{2}$

2. Objective: 1.02
Thinking Skill: Applying

A rectangular pen has a length 3 feet greater than its width. If both dimensions are increased by 5 feet, which expression gives the resulting increase in area?

- * A $10x + 40$
B $13x + 40$
C $x^2 + 13x + 40$
D $x^2 + 10x + 40$

3. Objective: 1.03
Thinking Skill: Applying

Which binomial is a factor of $3x^2 + 2x - 5$?

- A $3x - 1$
* B $x - 1$
C $3x - 5$
D $x - 5$

4. Objective: 3.09
Thinking Skill: Applying

What is the **approximate** solution to this system?

$$\begin{aligned} 3x - y &= 10 \\ 5x + 2y &= 14 \end{aligned}$$

- A $(4.2, 2.6)$
B $(2.8, -1.6)$
C $(1.9, -4.3)$
* D $(3.1, -0.7)$

5. Objective: 3.09
Thinking Skill: Applying

A store received \$823 from the sale of 5 tape recorders and 7 radios. If the receipts from the tape recorders exceeded the receipts from the radios by \$137, what is the cost of a tape recorder?

- A \$49
B \$68
C \$84
*D \$96

6. Objective: 3.11
Thinking Skill: Applying

Which is an x -intercept of $y = 2x^2 - 7x + 3$?

- A $-\frac{1}{2}$
*B $\frac{1}{2}$
C -3
D $\frac{7}{4}$

North Carolina End-of-Course Test

Algebra II

What are the purposes of the NC Testing Program? The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. The purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society, (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery, and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.” This test is one component of the North Carolina Testing Program, which includes reading comprehension and mathematics tests in grades three through eight and end-of-course tests in many courses.

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student’s expected score for each school on each EOC test. Each expected score is determined by students’ performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students’ performance in the EOC course where they are currently enrolled.

What is measured by the test? The North Carolina End-of-Course (EOC) Test of Algebra II assesses the Algebra II goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum’s focus on inquiry instruction and higher-order thinking, the EOC Algebra II test has an increased focus on processing information and higher-order thinking.

Each item on the EOC Algebra II test is related to one of the Algebra II competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the Algebra II curriculum describe the knowledge and skills that are to be taught in all Algebra II classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOC Algebra II test assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Course Test of Algebra II

Goal	Description of Goal	Percentage of Items on Test
1	The learner will perform operations with real numbers and polynomials to solve problems.	13%
2	The learner will describe geometric figures algebraically in the coordinate plane.	5%
3	The learner will use relations and functions to solve problems.	67%
4	The learner will collect, organize, and interpret data with functions of best-fit and matrices to solve problems.	15%

How is the test administered? The EOC Algebra II test consists of 60 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the EOC Algebra II test were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. The EOC Algebra II tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000–2001 school year.

What kinds of scores do students receive on the test? The scores on the EOC Algebra II tests are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina End of Course Test of Algebra II

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at a more advanced level in the content area.	23-45
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at a more advanced level in the content area.	46-57
3	Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area.	58-68
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in subject matter and skills and are very well prepared for a more advanced level in the content area.	69-88

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Course Test of Algebra II. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information: **Assessment Briefs:**
<http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/>
<http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/>

Mathematics Curriculum:
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Thinking Skills:
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Additional Mathematics Sample Items:
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Algebra II Sample Items

1. Objective: 1.02
Thinking Skill: Applying

The load that a beam with constant length can support varies jointly with its width and the square of its height. If a beam 12 feet long, 1 foot wide, and 3 inches high can support a load of 62.5 pounds, how much weight can be supported by a beam 12 feet long, 2 feet wide, and 6 inches high?

- A 125 pounds
- B 250 pounds
- *C 500 pounds
- D 1,000 pounds

2. Objective: 3.06
Thinking Skill: Applying

The director of a local preschool plans to enclose a rectangular area for a playground. One side will be the side of the building itself. If 60 feet of fence are to be used, what is the **maximum** area that can be enclosed?

- A 575 ft^2
- *B 450 ft^2
- C 400 ft^2
- D 225 ft^2

3. Objective: 3.10
Thinking Skill: Applying

Which set contains the zeros of

$$f(x) = \frac{x}{x+4} - \frac{3}{x} - \frac{1}{2}?$$

- A $\{-6, -4\}$
- B $\{-12, 2\}$
- C $\{6, 4\}$
- *D $\{12, -2\}$

4. Objective: 3.11
Thinking Skill: Applying

Solve: $\sqrt{x+5} + \sqrt{x-3} = 4$

- *A $\{4\}$
- B $\{\frac{1}{4}, 1\}$
- C $\{-1, 4\}$
- D no solution

5. Objective: 3.14
Thinking Skill: Applying

For $y = 3|7 - 2x| + 5$, which set describes x when $y < 8$?

- *A $\{x | 3 < x < 4\}$
B $\{x | 3 < x < 10\}$
C $\{x | x < 3 \text{ or } x > 4\}$
D $\{x | x < 3 \text{ or } x > 10\}$

6. Objective: 4.03
Thinking Skill: Applying

Mr. Jones bought a piece of property for \$25,000. If the property appreciates at a rate of 10% per year, what will be its **approximate** value in $7\frac{1}{2}$ years?

- A \$53,000
*B \$51,000
C \$44,000
D \$39,000

North Carolina End-of-Course Tests

Biology

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.”

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student’s performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students’ performance in the EOC course where they are currently enrolled.

What is measured by the test?

The North Carolina End-of-Course Test of Biology assesses the biology curriculum of the 1999 North Carolina *Standard Course of Study* for science. On the test, students are expected to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with the curriculum’s focus on inquiry instruction and higher order thinking, the revised biology test has an increased focus on processing information, understanding the relationship between science and technology, and scientific concepts.

Each item on the biology test is related to one of the biology content objectives in the North Carolina *Standard Course of Study* for science. The content objective (goals 1 through 5) of biology describe the knowledge and skills that are to be taught in all biology classes in North Carolina and provide the basis for the content of the items on the tests. Many of the items in this revision of the biology test assess whether a student can move beyond memorization and apply process skills to the investigation of science. Additional information about the content of the objectives can be obtained from the NCDPI web site at www.ncpublicschools.org/curriculum.

Table 1. Descriptive Information for the North Carolina Test of Biology

Goal	Description of Goal	Percentage of Items on Test
1	The learner will develop an understanding of the physical, chemical, and cellular basis of life.	19.5%
2	The learner will develop an understanding of the continuity of life and the changes of organisms over time.	31%
3	The learner will develop an understanding of the unity and diversity of life.	18.5%
4	The learner will develop an understanding of the ecological relationships among organisms.	19.5%
5	Students will develop an understanding of the behavior of organisms, resulting from a combination of heredity and environment.	11.5%

How is the test administered? The North Carolina End-of-Course Test of Biology consists of 88 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the biology test were written and reviewed by trained North Carolina teachers and educators during the 1999-2000 and 2000-2001 school years. The questions were field tested in the first and second semesters of the 2000-2001 school year. The field test involved approximately 24,250 students from randomly selected schools across the state. The revised biology test was implemented statewide for the first time in the fall of the 2001-2002 school year.

What kinds of scores do students receive on the test? Results of the biology test are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Biology

Level	Scale Scores	Description
1	26-46	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.
2	47-54	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.
3	55-64	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.
4	65-87	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Sample Items

The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of Biology. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others. For more information about the thinking skills framework used with the end-of-course tests, please read *Understanding North Carolina Tests: Thinking Skill Level*, found on the NCDPI web site at www.ncpublicschools.org/accountability/testing. The number indicated by **p** represents the proportion of students who selected the correct answer when the item was field tested.

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Biology Sample Items

1. Objective: 2.06

Thinking Skill: Generating

(p= .602)

Three experiments are often cited as crucial to the development of modern ideas about the origin of life forms.

1. In the 1700s, Francesco Redi showed that meat in a container covered by netting would not become infested with maggots.
2. Also in the 1700s, Lazzaro Spallanzani showed that a container of broth that is covered immediately after boiling would not become cloudy with microorganisms.
3. In the 1880s, Louis Pastuer repeated Spallanzani's experiment with one change. Instead of sealing the flask, he fitted it with a curved neck. The solution remained clear for up to a year.

What do these experiments show about the nature of science?

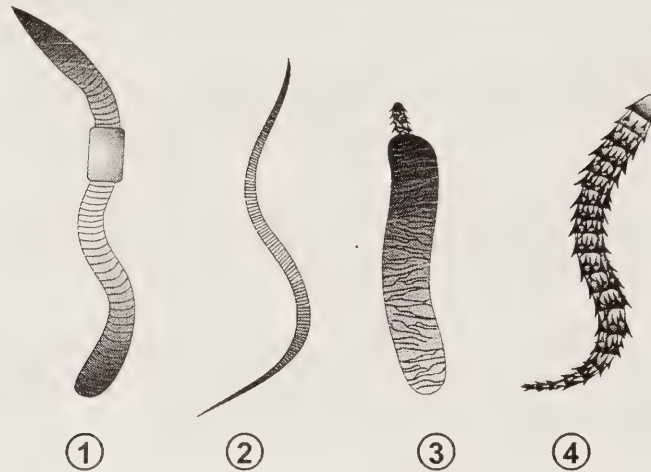
- * A Modern theories often have their basis in past experiments.
- B Theories are usually met with the disapproval of other scientists.
- C Modern experiments represent sophisticated thinking.
- D Scientists have answered most questions about life.

2. Objective: 3.02

Thinking Skill: Organizing

(p=.659)

Taxonomic Key to Worms



- | | |
|---|-----------------------|
| 1. a. worm has divided body parts (segmented) | (Go to 3.) |
| b. worm is not divided (unsegmented) | (Go to 2.) |
| 2. a. worm has spine-covered head | <i>Acanthocephala</i> |
| b. worm does not have spiny projections, body is long and round | <i>Ascaris</i> |
| 3. a. worm does not have spines, has saddle-like portion | <i>Lumbricus</i> |
| b. no saddle portion, has spines | <i>Nais</i> |

Worm ② belongs to which category?

- A *Acanthocephala*
- * B *Ascaris*
- C *Lumbricus*
- D *Nais*

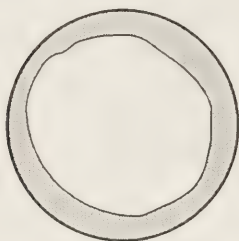
3. Objective: 3.03

Thinking Skill: Applying

(p=.501)

Shown below are cross sections of four small intestines. Which intestine will absorb the most food per unit of time?

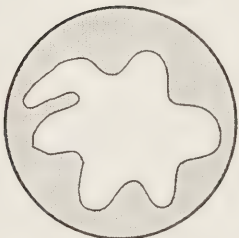
A



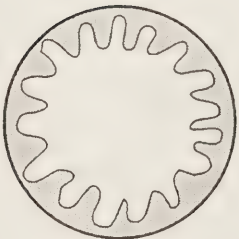
B



C



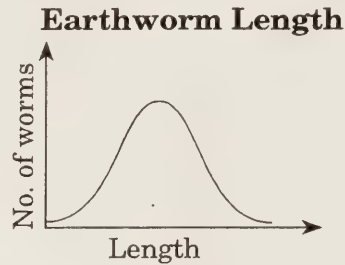
* D



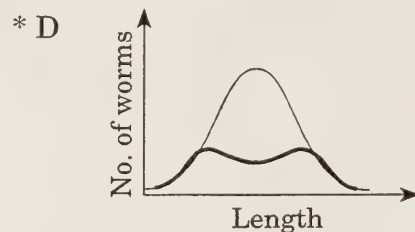
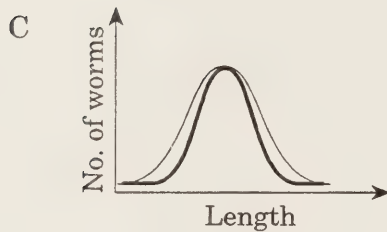
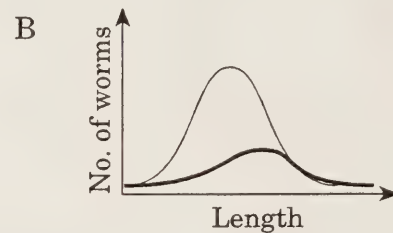
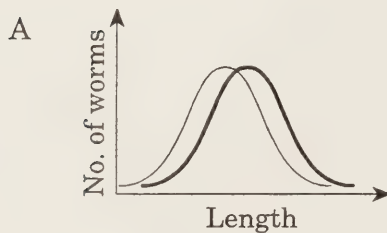
4. Objective: 4.01
Thinking Skill: Generating
(p=.253)

5. Objective: 3.03
Thinking Skill: Applying
(p=.289)

The curve below shows the distribution of worm length in a population of earthworms. A predatory bird migrates into this population's habitat. The bird does not prey on the small worms and is not strong enough to pull large ones from the ground.



4. Which new curve (heavy line) would describe the changed earthworm population?



-
5. How is a range of earthworm sizes helpful to its population stability?

- * A Ecosystem changes will not likely affect all sizes to the same extent.
- B The range will prevent one size from dominating the others.
- C The variety will produce a healthier breeding stock of organisms.
- D Diversity in a population produces genetic superiority.

North Carolina End-of-Course Tests

Chemistry

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.”

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student’s performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students’ performance in the EOC course where they are currently enrolled.

What is measured by the test?

The North Carolina End-of-Course Test of Chemistry assesses the chemistry curriculum of the 1999 North Carolina Standard Course of Study for science. On the test, students are expected to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with the curriculum’s focus on inquiry instruction and higher order thinking, the revised chemistry test has an increased focus on processing information, understanding the relationship between science and technology, and scientific concepts.

Each item on the chemistry test is related to one of the chemistry content objectives in the North Carolina Standard Course of Study for science. The content objectives (goals 1 through 4) of chemistry describe the knowledge and skills that are to be taught in all chemistry classes in North Carolina and provide the basis for the content of the items on the tests. Many of the items in this revision of the chemistry test assess whether a student can move beyond memorization and apply process skills to the investigation of science. The chemistry testing materials include reference tables containing the periodic table and Bohr model of the atom in addition to common formulas that students will have access to when taking the test. A copy of the reference tables can be obtained from the NCDPI web site at www.ncpublicschools.org/accountability/testing/eoc. Additional information about the content of the objectives can be obtained from the NCDPI web site at www.ncpublicschools.org/curriculum.

Table 1. Descriptive Information for the North Carolina Test of Chemistry

Goal	Description of Goal	Percentage of Items on Test
1	The learner will build an understanding of the structure and properties of matter.	30%
2	The learner will build an understanding of regularities in chemistry.	36%
3	The learner will build an understanding of energy changes in chemistry.	18%
4	The learner will build an understanding of equilibrium and kinetics.	16%

How is the test administered?

The North Carolina End-of-Course Test of Chemistry consists of 88 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the chemistry test were written and reviewed by trained North Carolina teachers and educators during the 1999-2000 school year. The questions were field tested in the first and second semesters of the 2000-2001 school year. The field test involved approximately 21,500 students from randomly selected schools across the state. The revised chemistry test was implemented statewide for the first time in the fall of the 2001- 2002 school year.

What kinds of scores do students receive on the test?

Results of the chemistry test are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Chemistry

Level	Scale Scores	Description
1	23-47	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.
2	48-55	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.
3	56-64	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.
4	65-88	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Sample Items

The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of Chemistry. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others. For more information about the thinking skills framework used with the end-of-course tests, please read *Understanding North Carolina Tests: Thinking Skill Level*, found on the NCDPI web site at www.ncpublicschools.org/accountability/testing. The number indicated by **p** represents the proportion of students who selected the correct answer when the item was field tested.

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Chemistry Sample Items

1. Objective: 1.04

Thinking Skill: Applying

(p=.659)

If the solubility of ammonium chloride is 36.0 grams per 100. grams of water at 20.0°C, what is the maximum amount of this chemical that can be dissolved in 150. grams of water at 200.°C?

A 18.0 grams

B 36.0 grams

* C 54.0 grams

D 72.0 grams

2. Objective: 4.04

Thinking Skill: Generating

(p=.480)

Many lakes in the midwestern part of the United States seem able to resist changes in pH caused by acid rain. Studies have revealed substantial amounts of limestone rock contains CaCO_3 in these lakes. What is the limestone **most likely** doing for the water in the lake?

* A increasing $[\text{OH}^-]$

B decreasing $[\text{OH}^-]$

C increasing $[\text{H}_3\text{O}^+]$

D decreasing $[\text{CO}_3^{-2}]$

3. Objective: 1.07

Thinking Skill: Analyzing

(p=.343)

Which statement **best** explains why oil and water do not mix?

A One is miscible, and the other is immiscible.

* B One is a polar compound, and the other is a non-polar compound.

C Both are ionic compounds.

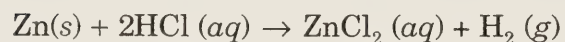
D Both have different densities.

4. Objective: 2.04

Thinking Skill: Applying

(p=.512)

The equation shown below is unbalanced:



Totally reacting 130 g of zinc with excess hydrochloric acid will release what mass of hydrogen?

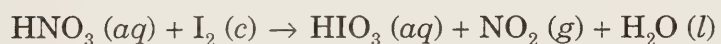
- * A 4.0 grams
 - B 6.0 grams
 - C 40. grams
 - D 65 grams
-

5. Objective: 2.06

Thinking Skill: Analyzing

(p=.240)

Which element is reduced in the following oxidation-reduction reaction?



- A H
- B I
- * C N
- D O

6. Objective: 4.04

Thinking Skill: Applying

(p=.649)

What is the pH of a solution in which $[\text{H}_3\text{O}^+]$ is $1 \times 10^{-6} \text{ M}$?

A -6

B 1

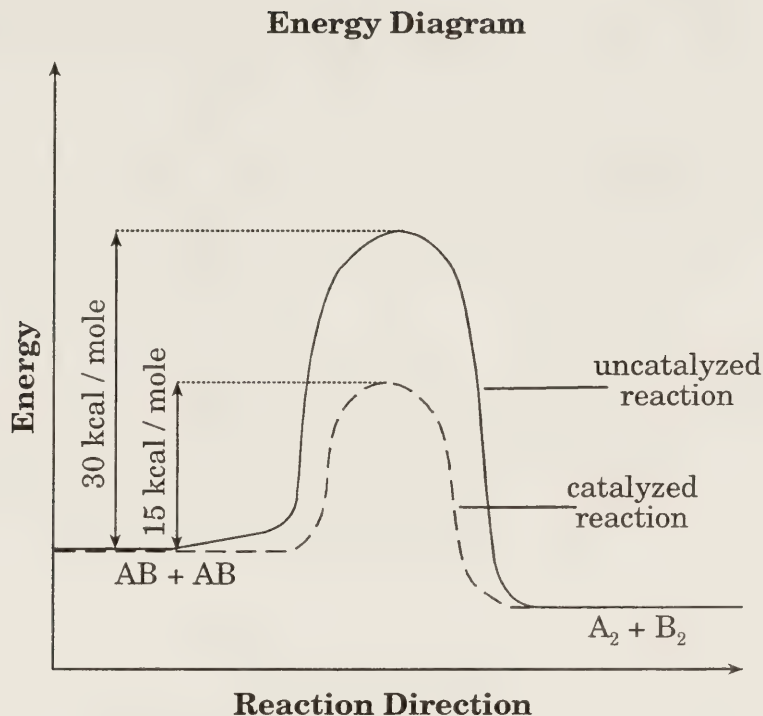
* C 6

D 8

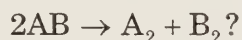
7. Objective: 4.03

Thinking Skill: Analyzing

(p=.635)



The energy diagram above describes which of the following facts about the reaction:



- A The catalyzed reaction has too little energy to form the appropriate products.
- B The catalyzed reaction forms more products than does the uncatalyzed reaction.
- * C The catalyzed reaction requires a lower activation energy than does the uncatalyzed reaction.
- D The catalyzed reaction forms fewer products than does the uncatalyzed reaction.

North Carolina End-of-Course Test of English I

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.” This test is one component of the North Carolina Testing Program, which includes reading comprehension and mathematics tests in grades three through eight and end-of-course tests in many courses.

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student’s expected score for each school on each EOC test. Each expected score is determined by students’ performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students’ performance in the EOC course where they are currently enrolled.

What is measured by the test?

The English 1 end-of-course test assesses the goals for English 1 described in the North Carolina *Standard Course of Study*. The test consists of two separate sections: composition and textual analysis. The composition section, part 1, contains five student draft papers with four to seven associated questions for each, for a total of 30 questions. The draft papers include at least one expressive, informational, argumentative, and critical text. This part of the test is presented as a peer editing task. Students are asked to read the student drafts and answer related questions about editing and composition.

The textual analysis section, part 2, contains six literary selections and 42 questions. The selections include drama, poetry, informational, fictional, expressive nonfiction text and either an argumentative or critical text. Some of the selections may include visual ‘texts’ such as political cartoons, maps, works of art, or advertisements. Each selection is followed by four to nine associated questions. The variety of selections on each form allows for the assessment of reading of text types outlined in the North Carolina *Standard Course of Study*. The students are asked to answer related questions in which they must analyze the text for general comprehension as well as author’s craft and strategies.

Table 1: Descriptive Information for the North Carolina End-of-Course Test of English 1

Goal	Description of Goal
1	The learner will express reflections and reactions to print and non-print text and personal experiences
2	The learner will explain meaning, describe processes, and answer research questions to inform and audience.
3	The learner will examine argumentation and develop informed opinions.
4	The learner will create and use standards to critique communication.
5	The learner will demonstrate understanding of various literary genres, concepts, elements, and terms.
6	The learner will apply conventions of grammar and language usage.

How is the test administered? The North Carolina End-of-Course Test of English 1 contains a total of 72 multiple-choice questions administered during a 120-minute block within the last ten days of the course. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally. In addition, test scores are aggregated at the North Carolina Department of Public Instruction to fulfill the state and federal reporting requirements for the accountability programs.

How was the test developed? The reading selections were chosen by North Carolina educators to reflect the variety of reading done by students as described in the curriculum for English 1 and to ensure accessibility to a majority of students. Those chosen are selections that would generally be read by students, would be interesting to the students, and have appropriate content for a reading comprehension test at grade 9. The questions for each selection were written and reviewed by trained North Carolina teachers and educators during the 2000-2001 and 2001-2002 school years and were field tested in the spring of 2002. Each field test question was administered to approximately 1,200 students from randomly selected schools across the state. The English 1 test was implemented statewide for the first time in the fall of 2002.

What kinds of scores do students receive on the test? The scores on the North Carolina End-of-Course Test of English 1 are reported as scale scores. The scale scores range from 22-85. Achievement levels are also generated to provide an interpretation of student performance relative to a predetermined standard. Student scores are converted to one of the four achievement level categories shown below. In addition, student scores are reported as percentile ranks, which are generated from a statewide distribution of students who took the test during the first year the test is administered operationally or the norming year.

Table 2: Achievement Levels for the North Carolina End-of-Course Test of English 1

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at a more advanced level in the content area.	22-42
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at a more advanced level in the content area.	43-51
3	Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area.	52-60
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in subject matter and skills and are very well prepared for a more advanced level in the content area.	61-85

Sample Items The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of English 1. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills taxonomy adapted from *Dimensions of Thinking* by Robert J. Marzano and others. A description of the Thinking Skills used in the North Carolina Testing Program and additional sample items can be found on the NCDPI web site at www.ncpublicschools.org/accountability/testing

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Read this student rough draft and answer the questions that follow.

How To Order And Eat A Burger

(1) First of all, you need to go to *Sammy's*. (2) It is on Seventh Avenue near the Mall. (3) So when you get there, you need to go on in and get seated. (4) In front of you will be the usual condiments such as ketchup, mustard, and sugar—all the common things found in a family restaurant. (5) If you wish, you may try your hand at tic-tac-toe or other games found on the kid's menu while you are waiting for a waiter/waitress.

(6) When the server comes to your table, open the adult menu and flip to the third page. (7) On the left side is the burger section. (8) Tell the waiter/waitress, "I would like a Monster Burger, please." (9) They will ask you if you would like a drink. (10) Say, "Yes, please," because eating burgers makes one thirsty. (11) Tea or soda are a pro-burger-eater's choice when it comes to the heavy-duty burgers. (12) Then the waiter/waitress will say "Very good sir/madam," and will skitter off to the kitchen to place the order.

(13) Now at this point, I am going to prepare you for the burger you are about to eat. (14) It is a medium-sized patty of ground chuck with lettuce, tomato, and the *pièce de résistance*; the wheel of mozzarella cheese placed deftly on top of the patty.

(15) While you are waiting and pondering this masterpiece of a burger you are about to ingest, take a look around. (16) Familiarize yourself with what the pro-burger-eaters call an "eating environment." (17) You have a table, silverware, and perhaps a friend with you. (18) You may think this "eating environment" stuff is unnecessary, but trust me, awareness of your atmosphere maximizes your eating enjoyment. (19) Now, by this time your food will have already arrived. (20) When this *magnum opus* of a burger sits before you, take a second to absorb the sheer beauty of this masterpiece, and enjoy its fragrant aroma. (21) But, you cannot marvel at its utter magnificence for too long because the burger will cool, and it is a vital requirement for the burger to be warm when eaten.

(22) So now, lift your right arm and rotate your thumb so it is under the first four fingers of your hand. (23) In this position, slide your thumb under the right side of the burger.

(24) With that completed, all you have to do is contract your muscles in such a way that the four fingers and the thumb come closer together.

(25) Do not make it too close though; you need it just close enough that you have a steady grip on the burger with your right hand. (26) Repeating this process with your left hand, but on the left side of the burger while maintaining a firm grip on the burger with your right. (27) With that done, you now bring the burger up to mouth-height slowly so you do not drip or spill anything.

-
- | | |
|--|---|
| <p>1. Which of the following is the correct way to capitalize the title?</p> <p>A How to order and eat a burger</p> <p>B How to order and Eat a burger</p> <p>C How to Order and Eat a Burger</p> <p>D How to Order and eat a Burger</p> | <p>3. Which change should be made to correct sentence 14?</p> <p>A change <i>medium-sized</i> to <i>medium/sized</i></p> <p>B change <i>résistance;</i> to <i>résistance:</i></p> <p>C change <i>placed</i> to <i>places</i></p> <p>D change <i>deftly</i> to <i>deft</i></p> |
| <p>2. Which change should be made to correct sentence 11?</p> <p>A change <i>soda</i> to <i>Soda</i></p> <p>B change <i>are</i> to <i>is</i></p> <p>C change <i>it comes</i> to <i>they come</i></p> <p>D change <i>heavy-duty</i> to <i>heavy, duty</i></p> | <p>4. Which change should be made to correct sentence 18?</p> <p>A change <i>may</i> to <i>would</i></p> <p>B change <i>this</i> to <i>these</i></p> <p>C change <i>unnecessary</i> to <i>unnecessary</i></p> <p>D change <i>your</i> to <i>you're</i></p> |
-

5. Which of the following is a fragment?
- A (3) So when you get there, you need to go on in and get seated.
 - B (10) Say, "Yes, please," because eating burgers makes one thirsty.
 - C (16) Familiarize yourself with what the pro-burger-eaters call an "eating environment."
 - D (26) Repeating this process with your left hand, but on the left side of the burger while maintaining a firm grip on the burger with your right.

6. To reduce wordiness, which is the **best** revision of sentence 3?

- A Arrive and enter and sit.
- B So when you get there, you need to enter and get seated.
- C When you get there, enter and be seated.
- D You get there; you enter; you get yourself seated.

7. In sentence 20, what does the term *magnum opus* mean?

- A good taste
- B great work
- C huge meat
- D pleasant smell

8. The writer uses a contrast between sophisticated diction (such as pondering, *pièce de résistance*, masterpiece) and a simple task to establish what tone?

- A humorous
- B ironic
- C serious
- D childish

End of Set

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*Answers to
English I Sample Items: Composition Set 5*

Passage Title	Question Number	Correct Answer	Thinking Skill	Objective Number
How To Order And Eat A Burger	1	C	Knowledge	6.02
How To Order And Eat A Burger	2	B	Applying	6.01
How To Order And Eat A Burger	3	B	Applying	6.01
How To Order And Eat A Burger	4	C	Knowledge	6.02
How To Order And Eat A Burger	5	D	Applying	6.02
How To Order And Eat A Burger	6	C	Organizing	6.01
How To Order And Eat A Burger	7	B	Analyzing	6.01
How To Order And Eat A Burger	8	A	Analyzing	4.02

Read this selection about a Peace Corps volunteer and answer the questions that follow.

Only in the Peace Corps

by Rachel Peña

There you are sitting on the side of a muddy Paraguayan road, waiting for a bus, when you bite into a broccoli-filled tortilla and realize that you've made a difference.

Tranquilo. All 32 of you will fit on this 15-passenger bus.

Tranquilo. You'll learn Spanish and Guarani in 90 days.

Tranquilo. This isn't even close to as hot as it gets here.

Be *tranquilo*. Be patient. Relax. Take it easy.

I had come to Paraguay with big plans. I had goals. I had an agenda. I had very specifically defined how I would measure my success. I had trouble being *Tranquilo*.

Perhaps it's part of growing up in America, perhaps, it's just me, but patience was a virtue I'd always had trouble understanding. And now, as I prepared for my Peace Corps service in Paraguay, I was becoming more confused than ever. I thought we were here to help. I thought we were here to make a difference. I didn't think we were here to relax.

And yet, every time I turned around: *Tranquilo.* You'll learn Spanish and Guarani in the next 14 days.

Tranquilo. It gets much hotter than this.

Tranquilo. Tranquilo. Tranquilo.

I can't tell you how many times I heard that word during the three months of training. From trainers, from bus drivers, from my host family. In cafes, in the market, in the health center. And always, it was delivered with a calmness and a smile. In a manner that someone of little patience, like myself, could all too easily mistake for smugness.

At the end of the three months I couldn't wait to get to my site. At last, I could get started. I could begin doing all the things that I had told myself I would accomplish.

My assignment was rural health education. The job involved a variety of basic, but important work. I visited schools to teach children about the importance of brushing their teeth and eating healthy foods. I worked with women to educate them about the dangers of cervical cancer. I worked with a Paraguayan nurse to organize and run PAP* campaigns. I also started a community garden with some teachers and their students. I joined other Peace Corps Volunteers and local Paraguayans to build sanitary latrines. I worked with the community to help establish a health clinic.

I was doing stuff. I was accomplishing things, but I couldn't help but feel I could be doing more. If it wasn't for *tranquilo*.

Tranquilo. The supplies will get here.

Tranquilo. The pigs don't know that they are supposed to stay out of the garden.

Tranquilo. It's not that hot.

The work I was most proud of, and the best times I spent in Paraguay, involved the Mothers Club which I helped form soon after I reached my village. Once a week, we would meet at a different mother's house or sometimes at the river to do laundry and bathe while we talked and learned from one another. Those women soon became my family. They warmly welcomed me into their homes, where they treated me as a daughter, a sister, a granddaughter, and a friend.

Naturally, I always had an agenda for our club meetings. A topic for discussion. A list of things I wanted to accomplish. We would talk about ways to improve nutrition

***Papanicolaou:** test to detect cervical cancer

and their diets, breast feeding, pregnancy, vaccinations, child survival, first aid, and just about anything else that was related to keeping moms and their kids healthy.

And, of course, my goal was to do more than simply talk with the women. I wanted to see results.

Tranquilo. Things cannot change overnight.

Tranquilo. More people will show up for your next workshop.

Tranquilo. We can talk about that later. Let's have some tea first.

I wanted to see that my community had the lowest rate of cervical cancer in all of Paraguay. I wanted the Ministry of Health to single out my village as the only community in Paraguay with absolutely no intestinal parasites. I wanted every family to change their diets completely to include vegetables like broccoli, which grew like crazy in the community, but none of the mothers knew how to prepare. And I wanted all this now.

Tranquilo. You are trying too hard.

Tranquilo. You will learn Spanish and Guarani yet.

Tranquilo. It gets much hotter.

Every week I would remind my friends in the Mothers Club about, among other things, the many wonderful qualities of broccoli. Its nutritional value and its ease of preparation. Yet, for all my efforts, I felt I was getting nowhere.

One day, about a year into my service, I was waiting for a bus to Asuncion in front of my neighbor's house. It had rained a few days

earlier and the roads were still muddy so it looked as though the bus might never arrive. I paced back and forth and mumbled to myself.

Tranquilo. The bus will be here soon.

I paced back and forth some more.

Tranquilo. I told myself, the bus will be here soon.

Finally, frustrated, I sat down heavily on the ground. A short while later I looked up to see little Maria Brizuela, the daughter of one of the women in my Mothers Club.

Tranquilo. The bus will be here soon, she said.

I managed a slight smile and noticed that she was holding a plate of tortillas that her mother had sent. She sat down next to me and handed me one.

③④ I took one bite and all my delusions of grandeur slipped away. I let go of my timeline and my rigid agenda. Suddenly the heat and the disappointments and the pigs in my garden and the times when nobody showed up for a workshop and the crowded buses and the total frustration with the slower pace were all worth it.

Maria Brizuela's mother had put broccoli in her tortillas.

Maria explained that her mother was cooking broccoli in lots of different foods. She said that her father was even learning to like it.

After a while, Maria returned down the dirt road, and I returned to waiting for the bus.

Tranquilo, I said to myself, it doesn't matter if the bus ever comes.

1. Which of the following **best** describes Rachel's approach to her work in Paraguay?
 - A realistic but uninspired
 - B cautious and thorough
 - C determined but impatient
 - D relaxed and respectful
2. Based on the selection, what does the word *tranquilo* mean?
 - A calm
 - B strong
 - C satisfied
 - D realistic
3. Which **best** explains why the author includes the following statement at the beginning of the selection?

"There you are sitting on the side of a muddy Paraguayan road, waiting for a bus, when you bite into a broccoli-filled tortilla and realize that you've made a difference."

 - A to describe the location of her Peace Corps assignment
 - B to emphasize the difficult conditions she faced in Paraguay
 - C to establish the fact that she hoped to improve nutrition in Paraguay
 - D to emphasize the significance of the experience she is about to describe
4. What does the phrase "delusions of grandeur" refer to in paragraph 34?
 - A Rachel's hopes for the future
 - B Rachel's basic self-confidence
 - C Rachel's inflated sense of self-importance
 - D Rachel's feelings of anger

5. How did the experience at the bus stop **most likely** affect Rachel's remaining work in Paraguay?

- A She became even more determined to reach all her goals.
- B She put all her efforts into convincing people to include broccoli in their diet.
- C She tried to remember that meaningful change occurs gradually.
- D She continued to think the people's relaxed attitude was her greatest obstacle.

6. Which conflict is **most closely** related to the theme of this selection?

- A Rachel vs. the hot climate
- B Rachel vs. her own attitude
- C Rachel vs. the Peace Corps
- D Rachel vs. the Mothers Club

7. What does the repetition of the word *tranquilo* throughout the selection emphasize about Rachel?

- A her knowledge of Spanish
- B her effort to learn Guarani
- C her impatience with Paraguayan culture
- D her lack of effectiveness in Paraguay

End of Set

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***Answers to
English I Textual Analysis Sample Items***

Passage Title	Question Number	Correct Answer	Thinking Skill	Objective Number
Only in the Peace Corps	1	C	Analyzing	5.01
Only in the Peace Corps	2	A	Analyzing	6.01
Only in the Peace Corps	3	D	Analyzing	4.02
Only in the Peace Corps	4	C	Analyzing	6.01
Only in the Peace Corps	5	C	Generating	5.01
Only in the Peace Corps	6	B	Analyzing	5.01
Only in the Peace Corps	7	C	Analyzing	1.01

North Carolina End-of-Course Test

Geometry

What are the purposes of the NC Testing Program? The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. The purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society, (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery, and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.” This test is one component of the North Carolina Testing Program, which includes reading comprehension and mathematics tests in grades three through eight and end-of-course tests in many courses.

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student’s expected score for each school on each EOC test. Each expected score is determined by students’ performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students’ performance in the EOC course where they are currently enrolled.

What is measured by the test? The North Carolina End-of-Course (EOC) Test of Geometry assesses the geometry goals and objectives in the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998). On the test, students are expected to demonstrate knowledge of important principles and concepts, and relate mathematical information to everyday situations. In order to align with the mathematics curriculum’s focus on inquiry instruction and higher-order thinking, the EOC Geometry test has an increased focus on processing information and higher-order thinking.

Each item on the EOC Geometry test is related to one of the geometry competency goals in the *North Carolina Mathematics Standard Course of Study*. The four competency goals for the geometry curriculum describe the knowledge and skills that are to be taught in all geometry classes in North Carolina and provide the basis for the content of the items on the test. Many of the items on the EOC Geometry test assess whether a student can move beyond memorization and apply process skills to the investigation of mathematics.

Table 1. Descriptive Information for the North Carolina End-of-Course Test of Geometry

Goal	Description of Goal	Percentage of Items on Test
1	The learner will perform operations with real numbers to solve problems in a geometric context.	0%
2	The learner will use properties of geometric figures to solve problems and write proofs.	86%
3	The learner will solve problems with geometric figures in the coordinate plane.	10%
4	The learner will use geometric figures to solve problems involving probability.	4%

How is the test administered? The EOC Geometry test consists of 72 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed? The questions on the EOC Geometry test were written and reviewed by trained North Carolina teachers and educators during the 1999–2000 and 2000–2001 school years. The Geometry tests aligned to the *North Carolina Mathematics Standard Course of Study* (adopted in May 1998) were implemented statewide for the first time in the spring of the 2000-2001 school year.

What kinds of scores do students receive on the test? The scores on the EOC Geometry tests are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina End of Course Test of Geometry

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at a more advanced level in the content area.	23-45
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at a more advanced level in the content area.	46-56
3	Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area.	57-66
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in subject matter and skills and are very well prepared for a more advanced level in the content area.	67-87

Sample Items The following pages contain samples of the types of items that appear on the North Carolina End-of-Course Test of Geometry. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others.

For additional information: **Assessment Briefs:**
<http://www.ncpublicschools.org/accountability/testing/briefs/MathematicsScs/>
<http://www.ncpublicschools.org/accountability/testing/briefs/CalculatorRequirements/>

Mathematics Curriculum:
<http://www.ncpublicschools.org/curriculum>

Thinking Skills:
<http://www.ncpublicschools.org/accountability/testing/>

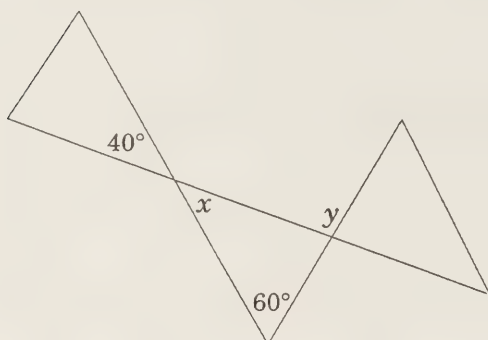
Additional Mathematics Sample Items:
<http://www.ncpublicschools.org/accountability/testing/eoc/>

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Geometry Sample Items

1. Objective: 2.08
Thinking Skill: Analyzing

In the drawing, what is the measure of angle y ?



- A 40
- B 60
- C 80
- *D 100

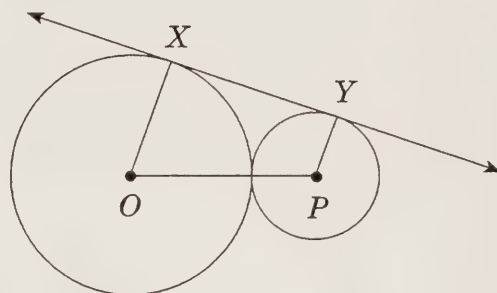
2. Objective: 2.11
Thinking Skill: Analyzing

If $RECT$ is a rectangle with coordinates $R(-2, -6)$, $E(3, -1)$, and $C(5, -3)$, what are the coordinates of T ?

- *A $(0, -8)$
- B $(-4, -4)$
- C $(-8, 0)$
- D $(-8, -16)$

3. Objective: 2.16
Thinking Skill: Applying

$\overleftrightarrow{XY}$ is tangent to circles O and P . The measure of $\angle OPY = 108$.

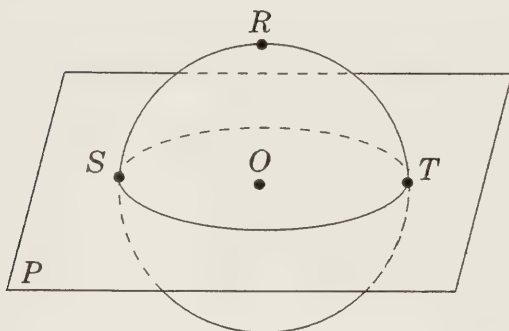


What is the measure of $\angle XOP$?

- A 108
- B 90
- C 82
- *D 72

4. Objective: 2.18
Thinking Skill: Analyzing

R is a point on the sphere whose center is O . The intersection of plane P and the sphere is circle O .

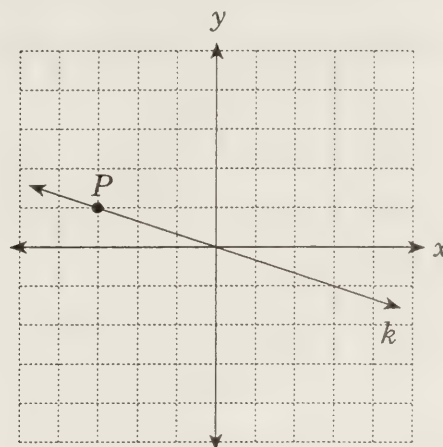


What **must** be true?

- A $OR > OS$
- B $RS = RT$
- *C $OT = OR$
- D $OS < RT$

5. Objective: 3.02
Thinking Skill: Applying

Line k contains point P and the origin.

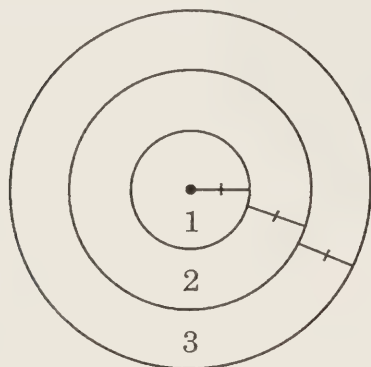


Which is an equation of the line that is perpendicular to line k and passes through point P ?

- A $y = -\frac{1}{3}x$
- B $y = \frac{1}{3}x + 2$
- C $y = -3x - 8$
- *D $y = 3x + 10$

6. Objective: 4.01
Thinking Skill: Applying

In darts, if beginners hit the target, every point on the target is equally likely to be hit. On the target below, what is the probability of a beginner hitting the area marked 1?



*A $\frac{1}{9}$

B $\frac{1}{6}$

C $\frac{1}{5}$

D $\frac{1}{2}$

North Carolina End-of-Course Tests

Physical Science

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.”

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student’s performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students’ performance in the EOC course where they are currently enrolled.

What is measured by the test?

The North Carolina End-of-Course Test of Physical Science assesses the physical science curriculum of the 1999 North Carolina Standard Course of Study for science. On the test, students are expected to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with the curriculum’s focus on inquiry instruction and higher order thinking, the revised physical science test has an increased focus on processing information, understanding the relationship between science and technology, and scientific concepts.

Each item on the physical science test is related to one of the physical science content objectives in the North Carolina Standard Course of Study for science. The content objectives (goals 1 through 6) describe the knowledge and skills that are to be taught in all physical science classes in North Carolina and provide the basis for the content of the items on the tests. Many of the items in this revision of the physical science test assess whether a student can move beyond memorization and apply process skills to the investigation of science. The physical science testing materials include reference tables containing the periodic table and common formulas that students will have access to when taking the test. A copy of the reference tables can be obtained from the NCDPI web site at www.ncpublicschools.org/accountability/testing/eoc. Additional information about the content of the objectives can be obtained from the NCDPI web site at www.ncpublicschools.org/curriculum.

Table 1. Descriptive Information for the North Carolina Test of Physical Science

Goal	Description of Goal	Percentage of Items on Test
1	The learner will construct an understanding of mechanics.	19%
2	The learner will build an understanding of thermal energy.	9%
3	The learner will construct and understanding of electricity and magnetism.	14%
4	The learner will develop an understanding of wave motion and the wave nature of sound and light.	6%
5	The learner will build an understanding of the structure and properties of matter.	21%
6	The learner will build an understanding of regularities in chemistry.	31%

How is the test administered?

The North Carolina End-of-Course Test of Physical Science consists of 86 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the physical science test were written and reviewed by trained North Carolina teachers and educators during the 1999-2000 school year. The questions were field tested in the first and second semesters of the 2000-2001 school year. The field test involved approximately 11,500 students from randomly selected schools across the state. The revised physical science test was implemented statewide for the first time in the fall of the 2001-2002 school year.

What kinds of scores do students receive on the test?

Results of the physical science test are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Physical Science

Level	Scale Scores	Description
1	23-43	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.
2	44-53	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.
3	54-63	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.
4	64-87	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Sample Items

The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of Physical Science. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others. For more information about the thinking skills framework used with the end-of-course tests, please read *Understanding North Carolina Tests: Thinking Skill Level*, found on the NCDPI web site at www.ncpublicschools.org/accountability/testing. The number indicated by **p** represents the proportion of students who selected the correct answer when the item was field tested.

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Physical Science Sample Items

1. Objective: 1.01

Thinking Skill: Applying

(p=.389)

According to the table, which time interval has the ***greatest*** acceleration?

Time (seconds)	MPH
0	0
5	10
10	20
15	40
20	55

- A 0 to 5 seconds
- B 5 to 10 seconds
- * C 10 to 15 seconds
- D 15 to 20 seconds

2. Objective: 3.02

Thinking Skill: Knowledge

(p=.556)

What is true of a neutral object that has been charged by contact with a negative object?

- A It remains neutral.
- * B It becomes negative.
- C It becomes positive.
- D It becomes uncharged.

3. Objective: 3.03

Thinking Skill: Applying

(p=.479)

If a 2.0-A current flows through a light bulb whose resistance is 6.0 ohms, what potential difference is needed?

- A 3.0 V
- * B 12 V
- C 18 V
- D 120 V

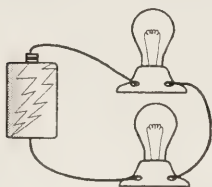
4. Objective: 3.03

Thinking Skill: Applying

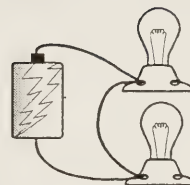
(p=.254)

Which diagram represents a parallel circuit?

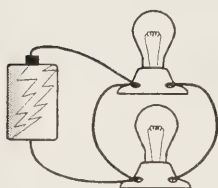
A



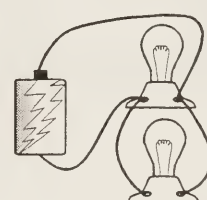
B



C



* D



5. Objective: 3.05

Thinking Skill: Applying

(p=.797)

If the north poles of two strong magnets are placed close together, what will the magnets do?

A come together

B turn around

* C push apart

D stay as placed

6. Objective: 4.02

Thinking Skill: Analyzing

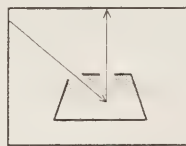
(p=.683)

Which picture shows the path of a beam of light as it strikes a mirror?

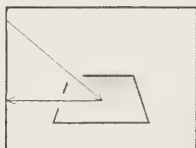
* A



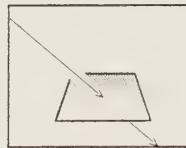
B



C



D



7. Objective: 5.05

Thinking Skill: Organizing

(p=.235)

Aluminum oxide is formed when atoms of aluminum and oxygen combine. What is the correct chemical formula for this compound?

A AlO

B Al_2O_2

C Al_3O_2

* D Al_2O_3

8. Objective: 5.06

Thinking Skill: Knowledge

(p=.332)

What property causes halogens to be very reactive elements?

A They have a full outer shell.

* B They have an oxidation number of 1.

C They are radioactive.

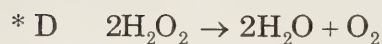
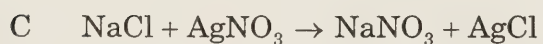
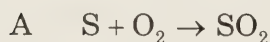
D They are all gases.

9. Objective: 6.02

Thinking Skill: Knowledge

(p=.520)

Which of the following represents a decomposition reaction?

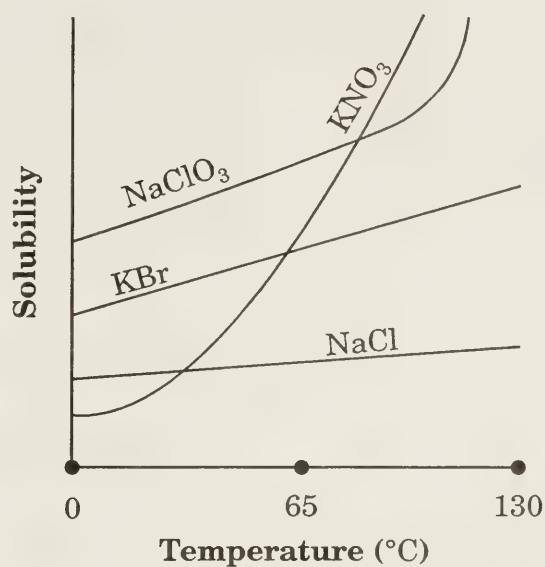


10. Objective: 6.04

Thinking Skill: Analyzing

(p=.462)

Which compound has the **greatest** solubility at 65°C?



A NaCl

B KBr

C KNO₃

* D NaClO₃

North Carolina End-of-Course Tests

Physics

What are the purposes of the NC Testing Program?

The North Carolina End-of-Course Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.”

For school, school system, and state accountability, prediction formulas (first used in 2000-2001) are used to determine growth expectations for end-of-course tests. The prediction formula is used to determine a student’s performance (average scores) on the North Carolina EOG or EOC tests, which serve as predictors of the same students’ performance in the EOC course where they are currently enrolled.

What is measured by the test?

The North Carolina End-of-Course Test of Physics assesses the physics curriculum of the 1999 North Carolina Standard Course of Study for science. On the test, students are expected to demonstrate knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. In order to align with the curriculum’s focus on inquiry instruction and higher order thinking, the revised physics test has an increased focus on processing information, understanding the relationship between science and technology, and scientific concepts.

Each item on the physics test is related to one of the physics content objectives in the North Carolina Standard Course of Study for science. The content objectives (goals 1 through 10) of physics describe the knowledge that is to be taught in all physics classes in North Carolina and provide the basis for the content of the items on the tests. Many of the items in this revision of the physics test assess whether a student can move beyond memorization and apply process skills to the investigation of science. The physics testing materials include reference tables containing common formulas and data that students will have access to when taking the test. A copy of the reference tables can be obtained from the NCDPI web site at www.ncpublicschools.org/accountability/testing/eoc. Additional information about the content of the objectives can be obtained from the NCDPI web site at www.ncpublicschools.org/curriculum.

Table 1. Descriptive Information for the North Carolina Test of Physics

Goal	Description of Goal	Percentage of Items on Test
1	The learner will build an understanding of linear motion.	13%
2	The learner will build an understanding of two-dimensional motion.	7%
3	The learner will develop an understanding of forces.	10%
4	The learner will develop an understanding of Newton's Laws of Motion.	10%
5	The learner will build an understanding of the nature of mechanical energy.	10%
6	The learner will build an understanding of impulse and momentum.	7%
7	The learner will develop an understanding of wave motion and the wave nature of sound and light.	20%
8	The learner will build an understanding of basic elementary principles of thermodynamics.	6%
9	The learner will build an understanding of static electricity.	6%
10	The learner will build an understanding of direct current electrical circuits.	11%

How is the test administered?

The North Carolina End-of-Course Test of Physics consists of 70 multiple-choice questions administered during a fixed block of time within the last week (block schedule or summer school) or the last two weeks (traditional schedule) of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions on the physics test were written and reviewed by trained North Carolina teachers and educators during the 1999-2000 school year. The questions were field tested in the first and second semesters of the 2000-2001 school year. The field test involved approximately 7,500 students from randomly selected schools across the state. The revised physics test was implemented statewide for the first time in the fall of the 2001-2002 school year.

What kinds of scores do students receive on the test?

Results of the physics test are reported as scale scores and achievement levels. The scale used was designed to have a range of 20 to 80 with a mean of 50 and a standard deviation of 10. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. The use of achievement levels provides an interpretation of student performance relative to a pre-determined standard. The four achievement levels are typically established by linking teacher judgments to the performance distribution of student scores from the field test or the first operational administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Physics

Level	Scale Scores	Description
1	23-42	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.
2	43-51	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.
3	52-62	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.
4	63-87	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Sample Items

The items on the following pages are samples of the types of items that appear on the North Carolina End-of-Course Test of Physics. The objective indicates the curriculum objective the item is designed to assess. The thinking skill corresponds to the level of thinking the item requires as defined by a thinking skills framework adapted from *Dimensions of Thinking* by Robert J. Marzano and others. For more information about the thinking skills framework used with the end-of-course tests, please read *Understanding North Carolina Tests: Thinking Skill Level*, found on the NCDPI web site at www.ncpublicschools.org/accountability/testing. The number indicated by **p** represents the proportion of students who selected the correct answer when the item was field tested.

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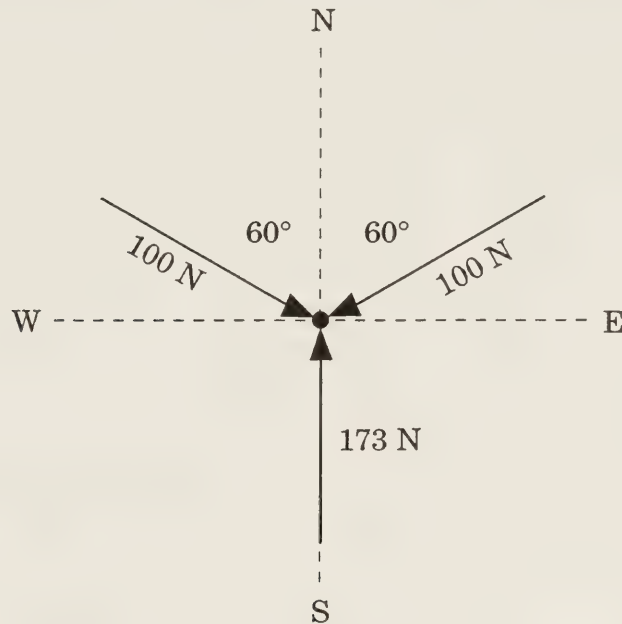
Physics Sample Items

1. Objective: 3.01

Thinking Skill: Integrating

(p=.467)

There are three forces acting on the object below.



What is the force necessary to keep the object in equilibrium?

- A 0 N to the north
- B 27 N to the north
- * C 73 N to the south
- D 87 N to the south

2. Objective: 3.02

Thinking Skill: Applying

(p=.883)

The acceleration due to gravity on the moon is approximately 1.60 m/s^2 . What is the weight of a 12.5-kg rock on the moon?

- A 1.60 N
- * B 20.0 N
- C 28.0 N
- D 123 N

3. Objective: 5.03

Thinking Skill: Integrating

(p=.449)

A red ball of mass 2 kg rolling to the right at 3 m/s collides elastically with a white ball of mass 0.5 kg moving the opposite direction at 2 m/s. After the collision, the red ball continues in its original direction at 2 m/s. What is the speed and direction of the white ball?

- A 0.5 m/s to the right
- B 1 m/s to the left
- * C 2 m/s to the right
- D 6 m/s to the left

4. Objective: 7.01

Thinking skill: Generating

(p=.402)

Light travels at a certain speed in air. How would doubling the frequency affect the light?

- A The speed would double.
- B The wavelength would double.
- C The speed would be reduced to one-half the original speed.
- * D The wavelength would be one-half as great.

5. Objective: 8.01

Thinking Skill: Applying

(p=.437)

A 200.-g sample of metal at $100.^{\circ}\text{C}$ is placed in 400. g of water at 20.0°C . If the mixture reaches equilibrium at 22.0°C , what is the specific heat of the metal?

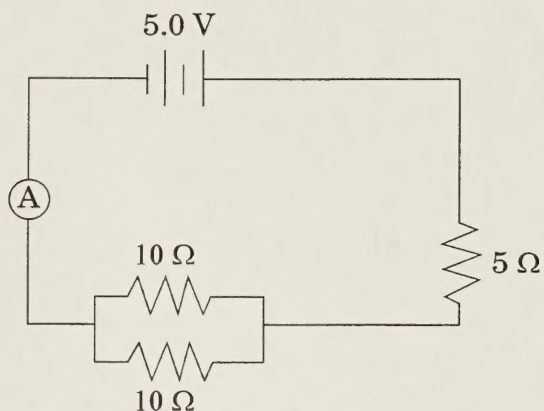
- * A $0.214 \text{ J/g} \cdot ^{\circ}\text{C}$
- B $0.760 \text{ J/g} \cdot ^{\circ}\text{C}$
- C $4.18 \text{ J/g} \cdot ^{\circ}\text{C}$
- D $4.67 \text{ J/g} \cdot ^{\circ}\text{C}$

6. Objective: 10.01

Thinking Skill: Applying

(p=.355)

Consider the following diagram.



What is the ammeter reading in the given circuit?

* A 0.5 A

B 2 A

C 3 A

D 5 A

7. Objective: 10.02

Thinking Skill: Applying

(p=.431)

Three resistors of 30. W, 15 W, and 10. W are connected in parallel across a 60.-V difference in potential. What is the current flowing in the entire circuit?

A 1.1 A

B 4.0 A

C 6.0 A

* D 12 A



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